

Reference Manual 2022-23

Core Data &
Missouri Student
Information System



Missouri

DEPARTMENT OF ELEMENTARY & SECONDARY

EDUCATION™

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Introduction to the Core Data and MOSIS Manual

This integrated manual contains sections relating to the Core Data and the Missouri Student Information System (MOSIS) Data Collection cycles. In addition to overview information, there are specific sections with screen prints, file layouts, code sets, exhibits, and links to other materials.

Answers to Frequently Asked Questions (FAQ) for both systems are being developed to allow you to search questions that have been asked by other users. Once available, the FAQ and other documents will be located on the [Core Data/MOSIS website](#). In addition, you may call the department at 573-522-3207, option 2, if you have questions.

Core Data and MOSIS Overview

The Core Data System is a data collection system with integrated screens used to directly enter or update information from school districts or charters. Data in several Core Data screens are now populated from MOSIS.

MOSIS collects data at the individual level and derives from the data the counts for the aggregate collections. In MOSIS, data are standardized, collected, and presented such that the maximum use can be made for decision making and reporting. Reaching this goal demands high-quality data, managed accessibility, certification (sign-off that the data are correct and ready to use), interoperability, utility, affordability, and granularity (a level of detail that allows analysis and interpretation). *See Exhibit 1A for additional information about MOSIS.*

School districts and charters report data items in Core Data and MOSIS in six cycles during the year: beginning-of-the-year items in the August and October cycles; midyear items in the December, February, and April cycles; and end-of-the-year items in the June Cycle. MOSIS also collects data apart from these six cycles such as the Assessment Precode data. Information reported is based upon the most current data available.

After all items have been entered or updated for the appropriate cycle through Core Data or MOSIS, data are checked for edits. When all errors have been eliminated, the data are submitted to the Department of Elementary and Secondary Education (DESE). Warnings should be reviewed and appropriate corrections entered. Data submitted to the department must be a true account of district or charter activities. A goal of the department is to “collect the data once and use them many times, by many people, for many purposes.” Data items are entered only once and are collected at the lowest level to maximize their usefulness in decision making and compliance with various state and federal reporting requirements. *Refer to Exhibit 1 for Technical Information and to Exhibit 37 for Core Data Screen and MOSIS File Crosswalks.*

Core Data and MOSIS Data Collection Cycles

There are six cycles in which districts and charters submit data to Core Data and MOSIS. MOSIS does collect data outside these cycles for such things as Assessment Precode. Below is a summary of the six standard cycles:

The **August Cycle Core Data** and **MOSIS** submissions are due August 15. **Core Data** includes information used to produce the School Directory, planned school calendar data, and gifted education. Data are reported on screens 02 – District Data, 02A – Charter/Non LEA Charter Board Members, 03 – District Contact Personnel, 03A – Non LEA Charter Contact, 04 – District Directory, 06 – District Tax Data, 08 – Attendance Center, 10 – Planned School Calendar List and Planned Calendar Header, 25 – Gifted Education, and 39 – School Resource Officer. Screen 16 – Enrollment, Membership & Summer School is populated from MOSIS. **MOSIS** includes summer school enrollment and attendance data reported in the Student Enrollment and Attendance file.

The **October Cycle Core Data** and **MOSIS** submissions are due October 15. **Core Data** includes information about educator vacancies. Data are reported on screens 21 – Educator Vacancy and 36 – Kindergarten Readiness. Screens 02 – District Data; 15 – Home School/Free & Reduced Lunch; 16 – Enrollment, Membership and Summer School; 18 – Educator; 20 – Course & Assignment; and 22 – Sending School Courses & Enrollment are populated from MOSIS. **MOSIS** includes information about LEP census data, federal programs headcount, educators, courses and assignments, enrollment and September membership. Data are reported in the Student Core, Educator Core, Educator School, Course Assignment and Student Assignment files.

The **December Cycle Core Data** and **MOSIS** submissions are due December 15. **Core Data** includes information required for federal special education reports. Screen 11 – Special Education Student Counts by Age is populated from MOSIS. **MOSIS** includes information required for federal special education reports. Data are reported in the Student Core file.

The **February Cycle Core Data** and **MOSIS** submissions are due February 15. **Core Data** includes January membership, follow-up data on graduates, count of students home schooled, count of students eligible for free or reduced lunch in accordance with state statutes, ending fund balances as of December 31, and new and expanding charter school data. Data are reported on screens 15 – Home School information, 35 – December 31 Fund Balance Data and 35A – Non-LEA December 31 Fund Balance, and 37 – New and Expanding Charter School Data. Screens 08 – Attendance Center, 15 – Free & Reduced Lunch information, 16 – Enrollment, Membership & Summer School, 26 – Career Education Follow-up, 27 – Career Education Follow-up Sending School and 29 – Postsecondary & Adult Follow-up are populated from MOSIS. **MOSIS** includes January membership, follow-up data on graduates and counts of students eligible for free or reduced lunch in accordance with state statutes. Data are reported in the Student Core and Student Graduate Follow-up files.

The **April Cycle MOSIS** submission is due April 30. **MOSIS** includes student demographic data that will be linked to the student's state assessment records. Data are reported in the Student Core file.

The **June Cycle Core Data** and **MOSIS** submissions are due June 30. **Core Data** end-of-year data are reported on screens 08 – Attendance Center, 10 – Actual School Calendar List and Actual Calendar Header, 18A – Educator Evaluation, 24A – Summer School Application and 38 – Dyslexia Screening. Screens 09 – Discipline Incidents, 12 – Special Ed Exiters, 13 – Secondary Headcount, 14 – Attendance, 14A – Resident II Attendance, 14B – Resident II Grade Point Average, 17 – Physical Fitness Assessment and 24 – Summer School Courses & Enrollment are populated from MOSIS. **MOSIS** includes end-of-year discipline incidents, special education exiters, secondary headcount, attendance, resident II attendance, resident II grade point average, physical fitness assessment, summer school courses and enrollment, career technical student organization and state ID cleanup for assessment records. Data are reported in the Student Core, Student Enrollment and Attendance, Student Discipline, Summer Course Assignment, Summer Student Assignment, Student Course Completion, Career Technical Student Organizations (CTSO) and ID Cleanup.

Core Data and MOSIS Data Collection Cycles

PK-12 Submissions

Note: Core Data screens bolded and italicized have items populated from MOSIS.

| CYCLE | COLLECTION | | DUE BY |
|----------|-------------------|--|-------------|
| August | Core Data Screens | 02 – District Data 02A – Charter Board Members 03 – District Contact Personnel 03A – Non LEA Charter Contact 04 – District Directory 06 – District Tax Data 08 – Attendance Center 10 – Planned School Calendar List and Planned Calendar Header <i>16 – Enrollment, Membership & Summer School</i> 25 – Gifted Education 39 – School Resource Officer | August 15 |
| | MOSIS File | Student Enrollment and Attendance | |
| October | Core Data Screens | <i>02 – District Data</i> <i>15 – Home School/Free & Reduced Lunch</i> <i>16 – Enrollment, Membership & Summer School</i> <i>18 – Educator</i> <i>20 – Course & Assignment</i> 21 – Educator Vacancy <i>22 – Sending School Courses & Enrollment</i> 36 – Kindergarten Readiness | October 15 |
| | MOSIS Files | Student Core Educator Core Educator School Course Assignment Student Assignment | |
| December | Core Data Screen | <i>11 – Special Education Student Counts By Age</i> | December 15 |
| | MOSIS File | Student Core | |
| February | Core Data Screens | <i>08 – Attendance Center</i> <i>15 – Home School/Free & Reduced Lunch</i> <i>16 – Enrollment, Membership & Summer School</i> <i>26 – Career Education Follow-up</i> <i>27 – Career Education Follow-up Sending School</i> <i>29 – Postsecondary & Adult Follow-up</i> 35 – December 31 Fund Balance 35A – Non LEA December 31 Fund Balance 37 – New and Expanding Charter School Data | February 15 |
| | MOSIS Files | Student Core Student Graduate Follow-up | |
| April | MOSIS File | Student Core | April 30 |

PK-12 Submissions (continued)

| CYCLE | COLLECTION | | DUE BY |
|-----------------------|--------------------|---|--|
| June | Core Data Screens | 08 – Attendance Center 09 – Discipline Incidents 10 – Actual School Calendar List and Actual Calendar Header 12 – Special Ed Exiters 13 – Secondary Headcount 14 – Attendance 14A – Resident II Attendance 14B – Resident II Grade Point Average 17 – Physical Fitness Assessment 18A – Educator Evaluation 24 – Summer School Courses & Enrollment 24A – Summer School Application 38 – Dyslexia Screening | June 30 |
| | MOSIS Files | Student Core Student Enrollment and Attendance Student Discipline Summer Course Assignment Summer Student Assignment Student Course Completion Referrals EOC Exception Collection ASVAB Career Technical Student Organizations (CTSO) | |
| | DESE Created Trial | June ID Cleanup CCR ID Cleanup | June/July July/August |
| | | | Testing Windows |
| Assessment Precode | MOSIS Files | EOC – Summer EOC – Fall (First Window) EOC – Fall (Second Window) EOC – Spring (First Window) EOC – Spring (Second Window) EOC – Spring (Third Window) GLA – Spring [3-8] First Window GLA – Spring [3-8] Second Window GLA – Spring [3-8] Third Window MAP A – Fall [3-11 ELA, MA, SCI] MAP A – Spring [3-11 ELA, MA, SCI] WIDA ACCESS | 06/06/2022 – 07/29/2022 10/24/2022 – 01/27/2023 10/24/2022 – 01/27/2023 03/06/2023 – 05/25/2023 03/06/2023 – 05/25/2023 03/06/2023 – 05/25/2023 04/03/2023 – 05/26/2023 04/03/2023 – 05/26/2023 04/03/2023 – 05/26/2023 09/12/2022 – 12/16/2022 02/06/2023 – 05/19/2023 01/09/2023 – 03/03/2023 |

For more information on Assessment Precode, visit <http://dese.mo.gov/data-system-management/core-datamosis/timelines#assessprecode>.

Postsecondary Submissions

| CYCLE | COLLECTION | | DUE BY |
|----------|------------|--|-------------|
| February | MOSIS File | Student Graduate Follow-up populates Screen 29 – Postsecondary & Adult Follow-up | February 15 |
| | MOSIS File | Postsecondary Adult Course Assignment | March 31 |
| June | MOSIS File | Postsecondary Adult Perkins Core | June 30 |

Login Procedure

The Core Data and MOSIS systems are accessed through the DESE Applications Sign-in page (which has replaced DESE Web Applications). This webpage provides restricted access based upon user ID and password validation. Only individuals who have been authorized by their district administrator through submission of a signed access request form or through the User Manager system (instructions can be found [here](#)) are allowed access. Due to confidentiality of student data included in the MOSIS system, a district PIN code is required for granting access. An individual may view, update, or submit data through these systems depending upon their level of authority.

See the sections titled **User Manager for DESE Web Applications** and **User Manager Report Menu**, located in the pages following the June Cycle and preceding the Core Data/MOSIS Manual Exhibits, for further information regarding the User Manager application. See Exhibit 1 for Technical Information regarding system requirements and functionality.

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Forms MO.gov Help Center Create Account

DESE Applications Sign-in

Welcome to DESE Applications Sign-in!

DESE Applications Sign-in (DAS) has replaced the DESE Secured Web Application Logon page.
Our team heard your feedback! We've been working hard to create a modern design with new functions and features.
We hope you enjoy the new look and feel!

Public Applications

- [Annual Report of the County Clerk](#)
- [Annual Secretary of the Board Report \(ASBR\)](#)
- [ePeGS](#)
- [Missouri Comprehensive Data System \(MCDS\)](#)
- [Nonpublic Registration Form](#)
- [School Finance](#)

Sign into your account

Username

Password

[Sign in](#) [Forgot Password?](#) [Forgot Username?](#)

Don't have an account?

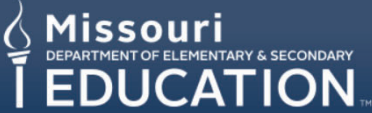
[Create Account](#)

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[MO.gov](#) [Privacy Statement](#) [Data Acquisition Calendar](#) [Help Center](#) [FAQs](#)

Application Menu

After entering the username and password and clicking the Sign In button, the Application Menu page, containing a list of public and secure applications for which the individual is authorized, is displayed. The Core Data and MOSIS systems are located under the Secure Access applications on the right side of the page. Access the Core Data and MOSIS systems by selecting the links to Core Data Collection, MOSIS: Data Collection System, and MOSIS: ID Assignment.



Profile ▾FormsMO.govHelp CenterSign out

Application Menu

Welcome to DESE Applications Sign-in!

DESE Applications Sign-in (DAS) has replaced the DESE Secured Web Application Logon page. Our team heard your feedback! We've been working hard to create a modern design with new functions and features. We hope you enjoy the new look and feel!

Public Access


- [Annual Report of the County Clerk - Public](#)
- [Annual Secretary of the Board Report \(ASBR\) - Public](#)
- [ePeGS - Public](#)
- [Missouri Comprehensive Data System \(MCDS\) - Public](#)
- [Nonpublic Registration Form - Public](#)
- [School Finance - Public](#)


Secure Access


- [Core Data Collection](#)
- [Educator Certification System](#)
- [Missouri Comprehensive Data System \(MCDS\)](#)
- [MOSIS: Data Collection System](#)
- [MOSIS: ID Assignment](#)
- [User Manager](#)


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Current User:


MO.gov


Privacy Statement


Data Acquisition Calendar



Help Center


FAQs

Core Data Collection Menu

The Core Data Collection Menu page allows authorized users to access the different data collection pages, categorized by cycles and reports, in Core Data. The submission status of the data for each cycle is displayed.

The Core Data Menu utilizes a "tree view" navigation system which is located on the left side of the page. It provides the ability to navigate quickly to a desired page in the menu, while also providing a visual reference of the location within the Core Data System. Clicking on the right arrows (►) or down arrows (▼) will expand or contract the navigation "tree view" displaying more or less detail as desired.



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District:
Year:

Location: Core Data Collection

▼ Core Data Collection

▼ August Cycle

► 02 District Data

► 03 District Contact Personnel

► 04 District Directory

► 06 District Tax Data

► 08 Attendance Center

► 10 School Calendar List

► 16 Enrollment, Membership & Summer School

► 25 Gifted Education

► 39 School Resource Officer

▼ October Cycle

► 02 District Data

► 15 Home School/Free & Reduced Lunch

► 16 Enrollment, Membership & Summer School

► 18 Educator

► 20 Course & Assignment

► 21 Educator Vacancy

► 22 Sending School Courses & Enrollment

► 36 Kindergarten Readiness

▼ December Cycle

► 11 Special Education Student Counts By Age

▼ February Cycle

► 08 Attendance Center

► 15 Home School/Free & Reduced Lunch

► 16 Enrollment, Membership & Summer School

► 26 Career Education Follow-Up

► 27 Career Education Follow-Up Sending School

► 29 Post Secondary & Adult Follow-Up

► 35 December 31 Fund Balance

▼ June Cycle

► 08 Attendance Center

► 09 Discipline Incidents

► 10 School Calendar List

► 12 Special Ed Exiters

► 13 Secondary Headcount

► 14 Attendance

► 17 Physical Fitness Assessment

► 18A Educator Evaluation

► 24 Summer School Courses & Enrollment

► 24A Summer School Application

► 38 Dyslexia Screening

► Reports

► Edit Reports

► Statewide Reports

► New Year Rollover

► DESE Web Application Menu

► Logon/Logoff

Core Data Collection

| Cycle Name | Cycle Status | Submit Status |
|------------|--------------|----------------|
| August | OPEN | NOT SUBMITTED |
| October | OPEN | NOT SUBMITTED |
| December | OPEN | NOT APPLICABLE |
| February | OPEN | NOT SUBMITTED |
| June | OPEN | NOT SUBMITTED |

Links


[Core Data and MOSIS Reference Manual](#) [Missouri School Directory](#) [Missouri Student Information System \(MOSIS\)](#) [Data Acquisition Calendar](#)

Email: coredata-mosis@dese.mo.gov

Current User:
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Core Data Collection Menu – Reports

The navigation menu also contains links to the various reports that are generated by the Core Data System. Selecting Screen Prints generates a selection of screen print reports for the various data entry screens. Selecting Summary Reports generates a selection of summary reports for certain categories of data. Other reports may be selected under Special Reports and Resource Reports. After the specific report is displayed, it may be printed by using the print function of the browser. Other links include the department's Web Application Menu link and Logon/Logoff.



District:

Year:

Location: Core Data Collection - Reports

▼ Core Data Collection

- ▶ August Cycle
- ▶ October Cycle
- ▶ December Cycle
- ▶ February Cycle
- ▶ June Cycle
- ▶ **Reports**
- ▶ Edit Reports
- ▶ Statewide Reports
- ▶ New Year Rollover
- ▶ DESE Web Application Menu
- ▶ Logon/Logoff

▼ **Screen Prints**

- 02 District Data
- 03 District Contact Personnel
- 04 District Directory
- 06 District Tax Data
- 08 Attendance Center
- 08 Follow-Up on Previous Year Graduates
- 09 Discipline Incidents
- 10 Calendar
- 11 Special Education Placement Counts by Age
- 12 Special Education Exiter Counts by Age
- 15 Home School/Free and Reduced Lunch
- 18 & 20 Educator/Course Assignment Data (By Name)
- 18 & 20 Educator/Course Assignment Data (By School)
- 18A Educator Evaluation
- 22 Sending School Courses & Enrollment
- 24A Summer School Application

▼ **Summary Reports**

- Attendance Hours
- Graduates, Transfers & Dropouts
- January Membership Reports
- Resident II Free & Reduced Lunch Counts
- Resident II January Membership
- Resident II September Membership
- 29 District Placement Summary by Cipcode
- 29 State Placement Summary by Cipcode
- 29 District Placement Summary
- 29 State Placement Summary
- 29 Student List
- September Membership Comparison Reports
- September Membership Reports
- Enrollment Reports

▼ **Special Reports**

- Approved Courses - Career Education
- Staff Assignment Report
- Staff Certificate Report
- CEP Core Data Report

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Core Data Collection Menu – Edit Reports

The Edit Reports Menu displays the four options of reports available. The Detail Report option allows the user to select specific screen(s) to check for edits. The Summary Report option displays all edits from all screens. A separate Excel version for each option has the headers removed. Each report option also exports the information into your choice of multiple formats.

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District: _____
Year:

Location: Core Data Collection - Edit Reports Menu

▼ Core Data Collection

- ▶ August Cycle
- ▶ October Cycle
- ▶ December Cycle
- ▶ February Cycle
- ▶ June Cycle
- ▶ Reports
- ▶ **Edit Reports**
- ▶ Statewide Reports
- ▶ New Year Rollover
- ▶ DESE Web Application Menu
- ▶ Logon/Logoff

Select Report: **< Select a Value >**

- Core Data Edits - Detail - CDE0001
- Core Data Edits - Detail - Excel - CDE0001E
- Core Data Edits - Summary - CDE0002
- Core Data Edits - Summary - Excel - CDE0002E

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Current User: _____ Last Modified User: _____ Last Modified Date: _____
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District: _____
Year:

Location: Core Data Collection - Edit Reports Menu

Select Report: Core Data Edits - Detail - CDE0001

Select year: **<Select a Value>**

Sort districts by: **Code**

Select system:

Select screen:

Select district:

Choose columns: **Message, Message Key, Message**

View Report

Email: coredata-mosis@dese.mo.gov

Current User: _____ Last Modified User: _____ Last Modified Date: _____
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Core Data Collection Menu – Cycles and Layout

Selecting one of the cycles from the Data Collection Menu displays that cycle web page. These web pages provide a summary of the Errors and Warnings for each screen within the selected cycle, as well as department contact and phone numbers. The appropriate school year must be selected from the drop-down list before selecting the cycle.

To display a page for data entry, the user should expand the section of the list for that cycle and select the desired page. If a cycle is CLOSED, the page will display as READ-ONLY.

There are six cycles in the Core Data Collection System – the August, October, December, February, April, and June cycles. On each page the cycle name (month), cycle status (open or closed for data entry), and submit status for each cycle is listed. Links to documents and other information are provided. Each page or screen also has information in a header and footer as indicated.

ITEM DEFINITIONS

Header Information

District – County-district code and name of school district. *(Display only, based on Logon User ID.)*

Year – School year for which data are collected. *(Select from drop-down list.)*

Status – Current status of district's data for cycle selected. *(Display only.)*

Location – Current location within the Core Data application. *(Display only.)*

Footer Information

Current User – Displays the user ID of the person currently using the page.

Last Modified User – Displays the user ID of the person who last updated data on the page.

Last Modified Date – Displays the date that data on the page were last updated.

Email Address – An email link where questions about the page can be sent.

Department's Mission Statement – Displays the department mission statement.


For those screens that allow manual entry, a **Save** button is used to save all data on the screen. A cycle **Submit** button is used to indicate that all manual data entered for that cycle has been completed and is sent to the department's database.

****Some screens that now have items populated from MOSIS will not have some buttons that years prior to June 2008 will have. These buttons, i.e., Add More Lines, Save, Delete, etc., were used for data entry but now are only used for updating information in those prior cycles.****

August Cycle

The **August Cycle Core Data** and **MOSIS** submissions are due August 15. **Core Data** includes information used to produce the School Directory, estimated ADA, planned school calendar data and gifted education. Data are reported on screens 02 – District Data, 02A – Charter Board Members, 03 – District Contact Personnel, 03A – Non LEA Charter Contact, 04 – District Directory, 06 – District Tax Data, 08 – Attendance Center, 10 – Planned School Calendar List and Planned Calendar Header, and 25 – Gifted Education. Screen 16 – Enrollment, Membership & Summer School is populated from MOSIS. **MOSIS** includes summer school enrollment and attendance data reported in the Student Enrollment and Attendance file.

| | | |
|--|--|---------------------|
| Core Data Screens | 02 – District Data 02A – Charter Board Members 03 – District Contact Personnel 03A – Non LEA Charter Contact 04 – District Directory 06 – District Tax Data 08 – Attendance Center 10 – Planned School Calendar List and Planned Calendar Header 16 – Enrollment, Membership & Summer School 25 – Gifted Education 39 – School Resource Officer | Due by August 15 |
| <i>Screens bolded & italicized have items populated from MOSIS.</i> | | |
| MOSIS File | Student Enrollment and Attendance | |



District:

Year: **Status:** OPEN-Cycle is available for data entry.

Location: Core Data Collection - August Cycle

Core Data Collection

- ▼ **August Cycle**
 - ▶ 02 District Data
 - ▶ 03 District Contact Personnel
 - ▶ 04 District Directory
 - ▶ 06 District Tax Data
 - ▶ 08 Attendance Center
 - ▶ 10 School Calendar List
 - ▶ 16 Enrollment, Membership & Summer School
 - ▶ 25 Gifted Education
 - ▶ 39 School Resource Officer
- ▶ October Cycle
- ▶ December Cycle
- ▶ February Cycle
- ▶ June Cycle
- ▶ Reports
- ▶ Edit Reports
- ▶ DESE Web Application Menu
- ▶ Logon/Logoff

Submit

Edits Summary

| August Cycle Page | Errors | Warnings | DESE Contact |
|---|--------|----------|---|
| 02 District Data | 2 | 1 | Data System Management (573) 522-3207 School Finance (Estimated ADA only) (573) 751-0357 |
| 03 District Contact Personnel | 0 | 0 | Data System Management (573) 522-3207 |
| 04 District Directory | 0 | 0 | Data System Management (573) 522-3207 |
| 06 District Tax Data | 0 | 0 | School Finance (573) 751-0357 |
| 08 Attendance Center | 0 | 0 | Data System Management (573) 522-3207 |
| 10 School Calendar List | 0 | 0 | School Finance (573) 751-0357 |
| 10A School Calendar Header | 0 | 0 | School Finance (573) 751-0357 |
| 10B School Calendar Detail | 0 | 0 | School Finance (573) 751-0357 |
| 16 Enrollment, Membership & Summer School | 0 | 0 | School Finance (573) 751-0357 |
| 25 Gifted Education | 0 | 0 | Gifted Education (573) 751-7754 |
| 39 School Resource Officer | 0 | 0 | School Resource Officer (573) 522-3207 |

Links

[Core Data and MOSIS Reference Manual](#)
[Missouri School Directory](#)
[Missouri Student Information System \(MOSIS\)](#)
[Data Acquisition Calendar](#)


Email: coredata-mosis@dese.mo.gov

Current User: Improving Lives through Education

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Core Data Screen 02 – District Data

The District Data screen allows entry and update of data items at the district level, including the district address, school board secretary, school board president, and support staff FTE counts by employment and racial/ethnic categories. *See Exhibit 2 for the definition of each racial/ethnic category.*

**District:**
Year: **Status:** OPEN-Cycle is available for data entry.
Location: Core Data Collection - August Cycle - 02 District Data

Superintendent/Dean:
Elementary District
Classification
☐ MO Option
District
Street Address
City
Phone - -
Email
Website
DUNS Number
☐ LEA Assures current registration with System for Award Management (SAM).
SAM Exp. Date (mm/dd/yyyy)
UEI Number
Supervisor:
Organization
NCES ID
Mailing Address
Zip -
Fax - -

School Board Secretary
Last Name
Home Phone - -
Street Address
City
Email
First Name MI Title
Mailing Address
State Zip -

School Board President
Last Name
Home Phone - -
Street Address
City
Email
First Name MI Title
Mailing Address
State Zip -

Additional Data
Reg. Contract Days
Career Ladder 1) 2) 3)

**Populated from MOSIS
October Cycle**
K- 12 ELL (LEP) students enrolled
Pre K ELL (LEP) students enrolled
K- 12 ELL (LEP) resident students

| FTE | Office | Custodial | Food | Other | Total | Black | White | Hispanic | Asian | American Indian | Pacific Islander | Multiracial |
|--------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Male | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Female | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Email: coredata-mosis@dese.mo.gov
Current User: Last Modified User: Last Modified Date:
Improving Lives through Education

Item Definitions – Screen 02-District Data

District – County-district code and name of school district. *(Display only, based on Logon User ID.)*

Year – School year for which data are collected. *(Select from drop-down list.)*

Status – Current status of district's data for cycle selected. *(Display only.)*

Location – Current location within the Core Data application. *(Display only.)*

Superintendent/Dean – The superintendent of the school district or dean of a college. *(Displayed from first line on Screen 04 – District Directory.)*

Supervisor – The state supervisor of the school district. *(Display only.)*

Elementary District – “Y” indicates an elementary school district. *(Display only.)*

Organization – Grade level organization of schools in the district.

Classification – Indicates the district's Missouri School Improvement Program (MSIP) accreditation level: “A” – Accredited, “D” – Accredited w/ Distinction, “P” – Provisional, “U” – Unaccredited. *(Display only.)*

NCES ID – Unique seven-digit number assigned by the National Center for Education Statistics (NCES) to identify school districts and other local education agencies. *(Display only.)*

MO Option – Approved Missouri Option Program. *(Display only.)*

District

Street Address – Street address of district/college office.

Mailing Address – Post office box or physical address of district/college office where mail is received, if different than Street Address. *(If there is not a post office box, leave blank.)*

City – City in which district/college is located.

Zip – Nine-digit zip code plus four of district/college street address. *(Hyphen is not entered.)*

Phone – District/college telephone number. *(Three-digit area code and seven-digit number.)*

Fax – District/college fax number. *(Three-digit area code and seven-digit number.)*

Email – Email address of district/college administration.

Website – Internet address of district/college website.

SAM Registration Confirmation – System for Award Management (SAM) primary registrant database for the U.S. Federal Government (<http://www.sam.gov>).

SAM Exp. Date – Date SAM registration expires. User must re-register every year.

UEI Number – The Unique Entity Identifier (UEI) is a 12-character number assigned through SAM.gov to recognize entities receiving federal grant awards. The UEI replaced the DUNS number effective April 4, 2022. The UEI is automatically assigned upon SAM.gov registration.

School Board Secretary

Last Name – Last name of school board secretary.

First Name – First name of school board secretary.

MI – Middle initial of school board secretary.

Title – Title of school board secretary. *(Select DR, MR, MISS, MS, MRS, REV, COL, or SR from drop-down list.)*

Home Phone – School board secretary's home telephone number. *(Three-digit area code and seven-digit number.)*

Street Address – Street address of school board secretary.

Mailing Address – Post office box or mailing address of school board secretary where mail is received. *(If there is not a post office box, leave blank.)*

City – City in which school board secretary resides.

State – Two-letter abbreviation of state in which school board secretary resides.

Zip – Nine-digit zip code of school board secretary's address. *(Hyphen is not entered.)*

Email – Email address of school board secretary.

School Board President

Last Name – Last name of school board president.

First Name – First name of school board president.

MI – Middle initial of school board president.

Title – Title of school board president. *(Select DR, MR, MISS, MS, MRS, REV, COL, or SR from drop-down list.)*

Street Address – Street address of school board president.

Mailing Address – Post office box or physical address of school board president where mail is received. *(If there is not a post office box, leave blank.)*

City – City in which school board president resides.

State – Two-letter abbreviation of state in which school board president resides.

Zip – Nine-digit zip code of school board president's address. *(Hyphen is not entered.)*

Email – Email address of school board president.

Additional Data

Reg. Contract Days – Standard length in days of regular teacher contract.

Career Ladder – Indicates the district's participation in the Career Ladder Program (*state and locally funded program or locally funded only program*).

K-12 ELL (LEP) Students Enrolled – Number (headcount) of students in grades K-12 enrolled on the last Wednesday in September whose English language proficiency was below that of grade and age level peers. This does not include students that have exited the LEP category, even those in a two-year monitored status. (*Populated from MOSIS – October Cycle.*)

Pre-K ELL (LEP) Students Enrolled – Number (headcount) of children ages 3-5 enrolled in a district-funded program serving preschool children whose English language proficiency was below that of grade and age level peers. (*Populated from MOSIS – October Cycle.*)

K-12 ELL (LEP) Resident Students – Number (FTE) of students in grades K-12 enrolled on the last Wednesday in September and in attendance one of 10 prior school days whose English language proficiency was below that of grade and age level peers. This does not include students that have exited the LEP category, even those in a two-year monitored status. (*Populated from MOSIS – October Cycle.*)

FTE – Counts of the support staff in requested categories reported on an FTE (full-time equivalent) basis. Nurses and aides reported in MOSIS Educator Data are not included here as they and other staff are counted with instructional staff. (*Populated on Screen 18.*)

Male Office – FTE of male office/clerical employees.

Male Custodial – FTE of male custodial/maintenance employees.

Male Food – FTE of male food service employees.

Male Other – FTE of male employees in other support staff categories, e.g., bus drivers.

Male Black – FTE of Black or African American male employees in all categories.

Male White – FTE of White male employees in all categories.

Male Hispanic – FTE of Hispanic or Latino Ethnicity male employees in all categories.

Male Asian – FTE of Asian male employees in all categories.

Male Indian – FTE of American Indian or Alaska Native male employees in all categories.

Male Pacific Islander – FTE of Native Hawaiian or Other Pacific Islander male employees in all categories.

Male Multiracial – FTE of Demographic Race Two or More Races male employees in all categories.

Male Total – Total males employed in all categories. (*Item is system calculated and displayed.*)

Female Office – FTE of female office/clerical employees.

Female Custodial – FTE of female custodial/maintenance employees.

Female Food – FTE of female food service employees.

Female Other – FTE of female employees in other support staff categories, e.g., bus drivers.

Female Black – FTE of Black female employees in all categories.

Female White – FTE of White female employees in all categories.

Female Hispanic – FTE of Hispanic or Latino Ethnicity female employees in all categories.

Female Asian – FTE of Asian female employees in all categories.

Female Indian – FTE of American Indian or Alaska Native female employees in all categories.

Female Pacific Islander – FTE of Native Hawaiian or Other Pacific Islander female employees in all categories.

Female Multiracial – FTE of Demographic Race Two or More Races female employees in all categories.

Female Total – Total females employed in all categories. *(Item is system calculated and displayed.)*



– Click button to save all data on screen.



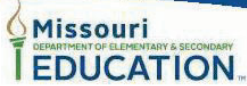
– Click button to display list of potential data errors and/or warnings related to data displayed.

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Core Data Screen 02A – Charter Board Members

The Charter Board Members screen allows entry and update of the charter board members. This screen is only visible to charter LEAs and the non LEA charter building.

Charter LEAs – Board President and Board Secretary are populated from Screen 02 – District Data. Manually add members by choosing the edit button along with all the required information.

**Missouri**
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

District:
Year: Status: OPEN-Cycle is available for data entry.

Location: Core Data Collection - August Cycle - 02A Charter Board Members


| | Position | Title | First | Middle | Last | Address Line 1 | Address Line 2 | City | State | Zip | Phone | Ext | Email | Begin Date | End Date |
|-------------|-----------|-------|-------|--------|------|----------------|----------------|------|-------|-----|-------|-----|-------|------------|----------|
| | PRESIDENT | | | | | | | | | | | | | | |
| | SECRETARY | | | | | | | | | | | | | | |
| Edit Delete | MEMBER | | | | | | | | | | | | | | |

Email: coredata-mosis@dese.mo.gov

Current User: Last Modified User: Last Modified Date:

Improving Lives through Education

Charter Non LEA building – Board President and Board Secretary are entered manually on this screen by choosing the edit button. Manually add members by choosing the edit button along with all the required information.

**Missouri**
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

District:
Year: Status: OPEN-Cycle is available for data entry.

Non LEA Charter:

Location: Core Data Collection - August Cycle - 02A Charter Board Members

| | Position | Title | First | Middle | Last | Address Line 1 | Address Line 2 | City | State | Zip | Phone | Ext | Email | Begin Date | End Date |
|------|-----------|-------|-------|--------|------|----------------|----------------|------|-------|-----|-------|-----|-------|------------|----------|
| Edit | PRESIDENT | | | | | | | | | | | | | | |
| Edit | SECRETARY | | | | | | | | | | | | | | |
| Edit | | | | | | | | | | | | | | | |

Email: coredata-mosis@dese.mo.gov

Current User: Last Modified User: Last Modified Date:

Improving Lives through Education

Item Definitions – Screen 02A-Charter Board Members

District – County-district code and name of school district/college. *(Display only, based on Logon User ID.)*

Year – School year for which data are collected. *(Select from drop-down list.)*

Status – Current status of district's data for cycle selected. *(Display only.)*

Non-LEA Charter – Building code of the charter that is sponsored by a school district.

Location – Current location within the Core Data application. *(Display only.)*

Position – Job title of school board president, secretary, or board member.

Title – Title of school board president, secretary, or board members. *(Select DR, MR, MISS, MS, MRS, REV, COL, or SR from drop-down list.)*

First Name – First name of school board president, secretary, or board member.

Middle – Middle initial of school board president, secretary, or board member.

Last Name – Last name of school board president, secretary, or board member.

Address Line 1 – Street address of school board president, secretary, or board member.

Address Line 2 – Post office box or mailing address of school board president, secretary, or board members, where mail is received. *(If there is not a post office box, leave blank.)*

City – City in which school board president, secretary, or board member resides.

State – Two-letter abbreviation of state in which school board president, secretary, or board member resides.

Zip – Nine-digit zip code of school board president, secretary, or board member's address. *(Exclude hyphens.)*

Phone – Phone number of school board president, secretary, or board member.

Extension – Phone number extension *(if applicable)* of school board president, secretary, or board member.

Email – Email address of school board president, secretary, or board member.

Begin Date – The date the term of member started.

End Date – The date the term of member ended.

Edit – Click button to add or update data.


Delete – Click button to delete row of entered data.

Update – Click button to save entered data.

Cancel – Click button to cancel adding or updating entered data.

Core Data Screen 03 – District Contact Personnel

The District Contact Personnel screen lists the personnel to be contacted with regard to the various programs or responsibilities identified on the screen.



District:
 Year: Status: OPEN-Cycle is available for data entry.
 Location: Core Data Collection - August Cycle - 03 District Contact Personnel

Save

| Line | Contact | Last Name | First Name | MI | Title | School | Phone | Extn | Email Address |
|------|---------------------------|-----------|------------|----|-------|--------|-------|------|---------------|
| 1 | A+ Coordinator | | | | ✓ | ✓ | | | |
| 2 | AEL | | | | ✓ | ✓ | | | |
| 3 | AFTERSCHOOL | | | | ✓ | ✓ | | | |
| 4 | ASBR | | | | ✓ | ✓ | | | |
| 5 | ASSESSMENT | | | | ✓ | ✓ | | | |
| 6 | AT RISK | | | | ✓ | ✓ | | | |
| 7 | BLDGS/GROUNDS | | | | ✓ | ✓ | | | |
| 8 | BOOKKEEPER | | | | ✓ | ✓ | | | |
| 9 | CAREER LADDER | | | | ✓ | ✓ | | | |
| 10 | CCDF (CHILD CARE) | | | | ✓ | ✓ | | | |
| 11 | CERTIFICATION | | | | ✓ | ✓ | | | |
| 12 | COMMUNITY EDUC | | | | ✓ | ✓ | | | |
| 13 | CORE DATA | | | | ✓ | ✓ | | | |
| 14 | COVID RELIEF COORDINATOR | | | | ✓ | ✓ | | | |
| 15 | CTE BASE AND PERFORMANCE | | | | ✓ | ✓ | | | |
| 16 | CURRICULUM | | | | ✓ | ✓ | | | |
| 17 | ECSE | | | | ✓ | ✓ | | | |
| 18 | EL BLENDED | | | | ✓ | ✓ | | | |
| 19 | ELL | | | | ✓ | ✓ | | | |
| 20 | ENHANCEMENT GRANT | | | | ✓ | ✓ | | | |
| 21 | FED PROGRAMS | | | | ✓ | ✓ | | | |
| 22 | FINANCE | | | | ✓ | ✓ | | | |
| 23 | FINGERPRINT RESULTS (LASO | | | | ✓ | ✓ | | | |
| 24 | FOSTER CARE POC | | | | ✓ | ✓ | | | |
| 25 | GIFTED PROGRAMS | | | | ✓ | ✓ | | | |
| 26 | GUIDANCE | | | | ✓ | ✓ | | | |
| 27 | HIGH NEED FUND | | | | ✓ | ✓ | | | |
| 28 | HOMELESS | | | | ✓ | ✓ | | | |
| 29 | LIBRARY MEDIA | | | | ✓ | ✓ | | | |
| 30 | MENTORING PROG | | | | ✓ | ✓ | | | |
| 31 | MIGRANT | | | | ✓ | ✓ | | | |
| 32 | MO OPTION | | | | ✓ | ✓ | | | |
| 33 | MOCAP FACIL | | | | ✓ | ✓ | | | |
| 34 | MOSIS | | | | ✓ | ✓ | | | |
| 35 | MPP | | | | ✓ | ✓ | | | |
| 36 | MSIP/ESSA/APR | | | | ✓ | ✓ | | | |
| 37 | NONPUBLIC SERVICES | | | | ✓ | ✓ | | | |
| 38 | PAT | | | | ✓ | ✓ | | | |
| 39 | PAT SUPERVISOR | | | | ✓ | ✓ | | | |
| 40 | PD COORDINATOR | | | | ✓ | ✓ | | | |
| 41 | PDC CHAIR | | | | ✓ | ✓ | | | |
| 42 | PERKINS PS | | | | ✓ | ✓ | | | |
| 43 | PERKINS SEC | | | | ✓ | ✓ | | | |
| 44 | PERKINS TP | | | | ✓ | ✓ | | | |
| 45 | POSTSEC ADVISE | | | | ✓ | ✓ | | | |
| 46 | PUBLIC INFO | | | | ✓ | ✓ | | | |
| 47 | PUPIL TRANS. | | | | ✓ | ✓ | | | |
| 48 | SAFETY | | | | ✓ | ✓ | | | |
| 49 | SCHL BLDG USAGE | | | | ✓ | ✓ | | | |
| 50 | SCHL VOLUNTEER | | | | ✓ | ✓ | | | |
| 51 | SCHL/BUS PARTNR | | | | ✓ | ✓ | | | |
| 52 | SEAL OF BILITERACY COORDI | | | | ✓ | ✓ | | | |
| 53 | SENIOR CITIZEN | | | | ✓ | ✓ | | | |
| 54 | SERVICE LRNG | | | | ✓ | ✓ | | | |
| 55 | SPECIAL ED. | | | | ✓ | ✓ | | | |
| 56 | TECHNOLOGY | | | | ✓ | ✓ | | | |
| 57 | USER MANAGER | | | | ✓ | ✓ | | | |
| 58 | VEDS | | | | ✓ | ✓ | | | |
| 59 | VIRTUAL LEARNING PLATFORM | | | | ✓ | ✓ | | | |
| 60 | WELLNESS PROGRAM COORDI | | | | ✓ | ✓ | | | |

Save

Email: coredata-mosis@dese.mo.gov

Current User: Last Modified User: Last Modified Date:

Item Definitions – Screen 03-District Contact Personnel

District – County-district code and name of school district. *(Display only, based on Logon User ID.)*

Year – School year for which data are collected. *(Select from drop-down list.)*

Status – Current status of district's data for cycle selected. *(Display only.)*

Location – Current location within the Core Data application. *(Display only.)*

Line – A sequential number for each line assigned by the system. *(Display only.)*

Contact – Program or responsibility for which a district-level contact person is designated, as listed below.

Last Name – Last name of designated contact person.

First Name – First name of designated contact person.

MI – Middle initial of designated contact person.

Title – Title of designated contact person. *(Select DR, MR, MISS, MS, MRS, REV, COL, or SR from drop-down list.)*

School – Four-digit school number identifying the attendance center in which the designated contact person is located. *(Use 1000 if located in central office.)*

Phone – Telephone number of designated contact person. *(Three-digit area code and seven-digit number.)*

Extn – Telephone extension of designated contact person. *(Up to five digits.)*

Email Address – Email address of designated contact person.

Contact Personnel Responsible for –

A+ Coordinator – Maintains the student and building documentation for eligibility to receive A+ scholarship funds. Other duties include parent updates, monitoring student mentoring and tutoring experience, and other duties as assigned.

AEL – Adult Education and Literacy program.

AFTERSCHOOL – Afterschool programming for school-age children during out-of-school time (before school, after school, and/or summer).

ASBR – The Annual Secretary of the Board Report.

ASSESSMENT – Statewide testing of students in the district.

AT RISK – Programs for at-risk students.

BLDGS/GROUNDS – School facilities and maintenance.

BOOKKEEPER – Maintaining district's accounting records.

CAREER LADDER – Career Ladder program.

CCDF (CHILD CARE) – Program contact for the Early Childhood, Child Care Development Fund (*Block Grant*).

CERTIFICATION – Verification of credentials for certificated staff.

COMMUNITY EDUC – Coordinating school facilities and instructors to provide lifelong learning opportunities to meet the needs of community members.

CORE DATA – Core Data Collection and submission of data to the department.

COVID RELIEF COORDINATOR – LEA contact who oversees the COVID Relief funds.

CTE BASE AND PERFORMANCE GRANT – LEA contact who oversees the fiscal responsibilities and program requirements of the State Career and Technical Education (CTE) Base and Performance Grant.

CURRICULUM – Curriculum services and development.

ECSE – The Early Childhood Special Education program.

EL BLENDED – Contact for the Early Learning Blended program.

ELL – The English Language Learner program and ensuring compliance of MSIP Standards.

ENHANCEMENT GRANT – LEA contact who oversees the fiscal responsibilities and program requirements of the State Career and Technical Education (CTE) Enhancement Grant.

FED PROGRAMS – ESEA federal programs.

FINANCE – Fiscal operations.

FINGERPRINT RESULTS (LASO) – Missouri State Highway Patrol MACHS II school district contact person, Educator Certification.

FOSTER CARE POC – Services for foster care children.

GIFTED PROGRAMS – Programs for gifted students within the district.

GUIDANCE – Guidance services.

HIGH NEED FUND – Submission of information for the special education High Need Fund application.

HOMELESS – Services for identified homeless children and youth, providing training on the needs of homeless children and ensuring compliance of MSIP Standards.

LIBRARY MEDIA – Library media services.

MENTORING PROG – Coordinating individuals from businesses and/or the community to serve as mentors in the school to assist, support, and motivate students to succeed in their classroom learning experiences.

MIGRANT – Services for identified migrant children and youth, and ensuring compliance of MSIP Standards.

MO OPTION – Alternative program for students at least 17 years of age to earn a standard high school diploma.

MOCAP FACIL – Missouri Course Access Program (MOCAP) information.

MOSIS – Missouri Student Information System (MOSIS) data collection and submission of data to the department.

MPP – Missouri Preschool Project (MPP) program and information.

MSIP/ESSA/APR – District personnel responsible for state and federal (ESSA) accountability. This contact should be the primary district contact for data and information that pertains to the APR (Annual Performance Report) and ESSA determinations (comprehensive and targeted building identification).

NONPUBLIC SERVICES – LEA staff who consult with, verify registration counts, and provide services for nonpublic schools.

PAT – Program contact for Parents as Teachers program.

PAT SUPERVISOR – Individual who is responsible for developing a budget, creating policies and procedures, providing direct supervision, and monitoring data for reporting requirements for the Parents as Teachers program. (In a district with only one parent educator, the parent educator cannot be the supervisor.)

PD COORDINATOR – Serving as the Professional Development Coordinator (PDC).

PDC CHAIR – Serving as the Professional Development Committee chairperson (PDCC).

PERKINS PS – LEA contact who oversees the fiscal responsibilities and program requirements of the Federal Perkins Grant for postsecondary programs.

PERKINS SEC – LEA contact who oversees the fiscal responsibilities and program requirements of the Federal Perkins Grant for secondary programs.

PERKINS TP – LEA contact who oversees the fiscal responsibilities and program requirements of the Federal Perkins Grant for postsecondary Tech Prep programs.

POSTSEC ADVISE – LEA contact who oversees the fiscal responsibilities and program requirements of the Missouri Postsecondary Advising Initiative (MPAI).

PUBLIC INFO – District information provided to the public including media and parents.

PUPIL TRANS. – The Application for State Transportation, school bus and facility depreciation schedules, and route approval report.

SAFETY – Safety in the district that has been appointed by the Board (MSIP Standard 8.10).

SCHL BLDG USAGE – Scheduling availability of school facilities to parents, businesses, organizations, and community members when not needed for traditional K-12 classroom activities or school functions.

SCHL VOLUNTEER – Promoting and coordinating school volunteer programs to utilize the time and expertise of adults in the community to improve the education and services provided by the public schools for their students.

SCHL/BUS PARTNR – Coordinating school partnerships with businesses, organizations, or higher education institutions to provide unique educational opportunities or services to students.

SEAL OF BILITERACY COORDINATOR – Missouri Seal of Biliteracy (SoBL) and Distinguished Missouri Seal of Biliteracy is awarded to graduating high school students in districts or charters with an approved DESE program who have demonstrative achievement in English, a Language Other Than English (LOTE), and sociocultural Competence.

SENIOR CITIZEN – Coordinating services to senior citizens and/or utilizing their years of experience to assist students in their classroom learning experiences.

SERVICE LRNG – Coordinating service-learning program through which students and teachers use community service projects as a way of meeting the goals and objectives of regular classroom curriculum.

SPECIAL ED. – Special education administration and programming.


TECHNOLOGY – Technology planning, implementation and for state technology grant programs.


USER MANAGER – Manage the user IDs for district staff who need access to data, need to add data, or need to submit data through the department’s applications.

VEDS – Responding to vocational education data questions related to career education class enrollment or placement reports.

VIRTUAL LEARNING PLATFORM – LEA contact who oversees the Virtual Learning Platform (VLP).

WELLNESS PROGRAM COORDINATOR – Each LEA in the National School Lunch Program and/or School Breakfast Program must establish wellness policy leadership of one or more LEA/and or school official(s) who have the authority and responsibility to ensure each school complies with their local wellness policy.

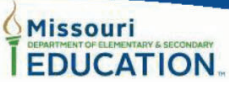
 **Save** – Click button to save all data on screen.

 **Edits** – Click button to display list of potential data errors and/or warnings related to data displayed.

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Core Data Screen 03A – Non LEA Charter Contact Personnel

The Non LEA Charter Contact Personnel screen lists the personnel to be contacted with regard to the various programs or responsibilities identified on the screen.



District: _____

Year: **Status:** OPEN-Cycle is available for data entry.

Non LEA Charter:

Location: Core Data Collection - August Cycle - 03A Non LEA Contact Personnel

| Line | Contact | Last Name | First Name | MI | Title | School | Phone | Extn | Email Address |
|------|---------------------------|-----------|------------|----|-------|--------|-------|------|---------------|
| 1 | A+ Coordinator | | | | ▼ | ▼ | | | |
| 2 | ADMINISTRATOR | | | | ▼ | ▼ | | | |
| 3 | ASBR | | | | ▼ | ▼ | | | |
| 4 | ASSESSMENT | | | | ▼ | ▼ | | | |
| 5 | AT RISK | | | | ▼ | ▼ | | | |
| 6 | BLDGS/GROUNDS | | | | ▼ | ▼ | | | |
| 7 | BOOKKEEPER | | | | ▼ | ▼ | | | |
| 8 | CAREER LADDER | | | | ▼ | ▼ | | | |
| 9 | CCDF (CHILD CARE) | | | | ▼ | ▼ | | | |
| 10 | CERTIFICATION | | | | ▼ | ▼ | | | |
| 11 | COMMUNITY EDUC | | | | ▼ | ▼ | | | |
| 12 | CORE DATA | | | | ▼ | ▼ | | | |
| 13 | CTE BASE AND PERFORMANCE | | | | ▼ | ▼ | | | |
| 14 | CURRICULUM | | | | ▼ | ▼ | | | |
| 15 | ECSE | | | | ▼ | ▼ | | | |
| 16 | EL BLENDED | | | | ▼ | ▼ | | | |
| 17 | ELL | | | | ▼ | ▼ | | | |
| 18 | ENHANCEMENT GRANT | | | | ▼ | ▼ | | | |
| 19 | FED PROGRAMS | | | | ▼ | ▼ | | | |
| 20 | FINANCE | | | | ▼ | ▼ | | | |
| 21 | FINGERPRINT RESULTS (LASO | | | | ▼ | ▼ | | | |
| 22 | FOSTER CARE POC | | | | ▼ | ▼ | | | |
| 23 | GIFTED PROGRAMS | | | | ▼ | ▼ | | | |
| 24 | GUIDANCE | | | | ▼ | ▼ | | | |
| 25 | HOMELESS | | | | ▼ | ▼ | | | |
| 26 | LIBRARY MEDIA | | | | ▼ | ▼ | | | |
| 27 | MENTORING PROG | | | | ▼ | ▼ | | | |
| 28 | MIGRANT | | | | ▼ | ▼ | | | |
| 29 | MO OPTION | | | | ▼ | ▼ | | | |
| 30 | MOSIS | | | | ▼ | ▼ | | | |
| 31 | MOVIP FACIL. | | | | ▼ | ▼ | | | |
| 32 | MPP | | | | ▼ | ▼ | | | |
| 33 | MSIP/ESSA/APR | | | | ▼ | ▼ | | | |
| 34 | PAT | | | | ▼ | ▼ | | | |
| 35 | PAT ADMIN | | | | ▼ | ▼ | | | |
| 36 | PDC CHAIR | | | | ▼ | ▼ | | | |
| 37 | PERKINS PS | | | | ▼ | ▼ | | | |
| 38 | PERKINS SEC | | | | ▼ | ▼ | | | |
| 39 | PERKINS TP | | | | ▼ | ▼ | | | |
| 40 | PUBLIC INFO | | | | ▼ | ▼ | | | |
| 41 | PUPIL TRANS. | | | | ▼ | ▼ | | | |
| 42 | SAFETY | | | | ▼ | ▼ | | | |
| 43 | SCHL BLDG USAGE | | | | ▼ | ▼ | | | |
| 44 | SCHL VOLUNTEER | | | | ▼ | ▼ | | | |
| 45 | SCHL/BUS PARTNR | | | | ▼ | ▼ | | | |
| 46 | SCHOOL-AGE CARE | | | | ▼ | ▼ | | | |
| 47 | SENIOR CITIZEN | | | | ▼ | ▼ | | | |
| 48 | SERVICE LRNG | | | | ▼ | ▼ | | | |
| 49 | SPECIAL ED. | | | | ▼ | ▼ | | | |
| 50 | TECHNOLOGY | | | | ▼ | ▼ | | | |
| 51 | USER MANAGER | | | | ▼ | ▼ | | | |
| 52 | VEDS | | | | ▼ | ▼ | | | |
| 53 | WELLNESS PROGRAM COORDI | | | | ▼ | ▼ | | | |

Email: coredata-mosis@dese.mo.gov

Current User: _____ **Last Modified User:** _____ **Last Modified Date:** _____

Item Definitions – Screen 03A-Non-LEA Charter Contact Personnel

District – County-district code and name of school district. *(Display only, based on Logon User ID.)*

Year – School year for which data are collected. *(Select from drop-down list.)*

Status – Current status of district's data for cycle selected. *(Display only.)*

Non-LEA Charter – Building code of the charter that is sponsored a school district.

Location – Current location within the Core Data application. *(Display only.)*

Line – A sequential number for each line assigned by the system. *(Display only.)*

Contact – Program or responsibility for which a district-level contact person is designated, as listed below.

Last Name – Last name of designated contact person.

First Name – First name of designated contact person.

MI – Middle initial of designated contact person.

Title – Title of designated contact person. *(Select DR, MR, MISS, MS, MRS, REV, COL, or SR from drop-down list.)*

School – Four-digit school number identifying the charter building in which the designated contact person is located.

Phone – Telephone number of designated contact person. *(Three-digit area code and seven-digit number.)*

Extn – Telephone extension of designated contact person. *(Up to five digits.)*

Email Address – Email address of designated contact person.


Contact Personnel Responsible for –

ADMINISTRATOR – The Superintendent (*Executive Director*) of the non-LEA charter building.

SEE ITEM DEFINITIONS – SCREEN 03 – DISTRICT CONTACT PERSONNEL for remaining definitions of contacts.

Core Data Screen 04 – District Directory

The District Directory screen lists the administrative/supervisory personnel to be published in the *Missouri School Directory*. **Line 1 should always be the district/college administrator.** The secretary to the superintendent/dean should also be listed on this screen. Other administrative/supervisory personnel selected to be published in the *Missouri School Directory* must be in a central office supervisory position the majority of their working time. **Do not list school board president and school board secretary that are reported on Screen 02 or school building principals that are reported on Screen 08 on this screen.**



District:

Year: **Status:** OPEN-Cycle is available for data entry.

Location: Core Data Collection - August Cycle - 04 District Directory

Save Add More Lines

| Line | Last Name | First Name | MI | Title | Job Title | Dist Years | Email Address | Del |
|------|-----------|------------|----|-------|-----------|------------|---------------|--------|
| 1 | | | | ▼ | | | | |
| 2 | | | | ▼ | | | | Delete |
| 3 | | | | ▼ | | | | Delete |

Save Add More Lines

Email: coredata-mosis@dese.mo.gov

Current User: **Last Modified User:** **Last Modified Date:**

Improving Lives through Education

Item Definitions – Screen 04-District Directory

District – County-district code and name of school district/college. *(Display only, based on Logon User ID.)*

Year – School year for which data are collected. *(Select from drop-down list.)*

Status – Current status of district's data for cycle selected. *(Display only.)*

Location – Current location within the Core Data application. *(Display only.)*

Line – A sequential number for each line assigned by the system. Line 1 is always the superintendent of schools for high school districts, the school administrator for elementary districts, or the administrator for a college.

Last Name – Last name of administrative/supervisory personnel to be published in the *Missouri School Directory*.

First Name – First name of administrative/supervisory personnel to be published in the *Missouri School Directory*.


MI – Middle initial of administrative/supervisory personnel to be published in the *Missouri School Directory*.


Title – Title of administrative/supervisory personnel named. *(Select DR, MR, MISS, MS, MRS, REV, COL, or SR from drop-down list.)*

Job Title – Job title of the administrative/supervisory personnel named.


Dist Years – Number of years administrative/supervisory personnel named has been employed in district including the current year. *(This number for preprinted names has been increased by one from the number shown for the previous year.)*

Email Address – Email address of administrative/supervisory personnel named.

Delete Row  – Click button to delete a row.

 – Click button to save all data on screen.

 – Click button to display list of potential data errors and/or warnings related to data displayed.


 – Click button to add another line.

Core Data Screen 06 – District Tax Data

The District Tax Data screen is used to report tax levies and assessed valuations. The information reported should reflect the final information certified to the school district by the State Auditor's Office (SAO) and the information the district reported to the county clerk(s) regarding tax rates for the current year.

Several items are "historical only" and cannot be updated by the district. If this information is incorrect, **provide written documentation** regarding the particular item. The information will be reviewed by the School Finance section to determine if changes to the permanent files are necessary.

Additional Tax Rate information is available on the School Finance website under Finance Topics & Procedures, which can be located [here](#).



District:
Year:
Status: OPEN-Cycle is available for data entry.

Location: Core Data Collection - August Cycle - 06 District Tax Data
Save

| | Operations | Debt Serv |
|---|------------|-----------|
| Current State Auditor's Tax Rate Ceiling | | |
| Less Voluntary Rollback | | |
| Unadjusted Tax Rate | | |
| Current State Auditor's Certified Rate for Debt Service | | |

Funds

| | Incid | Teachers | Debt Serv | Cap Proj | Total | Prop C Rollback |
|-----------------|-------|----------|-----------|----------|-------|-----------------|
| Unadjusted Rate | | | | | | |
| Adjusted Rate | | | | | | |

| | | mm | yyyy |
|---|--|----|------|
| Voter Approved Waiver Prop C Rollback (Full/Partial/None) | | | |
| Prop C Rollback Exempt for Financial Stress | | | |

| | |
|---|--|
| Highest Oper Levy Subsequent 1980 for SB380 | |
| 1986 Tax Rate Ceiling for Operations | |
| 1987 Tax Rate Ceiling for Operations | |
| 1987 Voter Approved Operating Levy Increase | |
| 1993 Incidental & Teacher Funds Adjusted Levy | |
| 1995 Tax Rate Ceiling for Operations | |
| 1995 Voluntary Rollback for Operations | |

| County | Name | Real Property | Personal Property | Total County |
|--------|------|---------------|-------------------|--------------|
| | | | | |
| Total | | | | |

| | |
|-------------------------------------|--|
| 1986 Real Property AV | |
| 1989 Rate Adj (Agri Pers Prop Loss) | |
| 1995 Rate Adj (Apart Prop Loss) | |

-- Adj For Blanket Change --

| | | | |
|--------------------|--|--|--|
| Real Prop AV | | Rev. Loss - Other Real Prop Loss in AV | |
| Ag Pers Prop AV | | Recoupment Uncollected in Prior Yrs | |
| Apart Real Prop AV | | Prior Year Adj For Prop C Rollback | |
| Total | | | |

Save

Email: coredata-mosis@dese.mo.gov

Current User:
Last Modified User:
Last Modified Date:

Improving Lives through Education

Item Definitions – Screen 06-District Tax Data

District – County-district code and name of school district. *(Display only, based on Logon User ID.)*

Year – School year for which data are collected. *(Select from drop-down list.)*

Status – Current status of district's data for cycle selected. *(Display only.)*

Location – Current location within the Core Data application. *(Display only.)*

Current State Auditor's Approved Tax Rate Ceiling-Operations – Maximum amount for operating funds (Incidental, Teachers and Capital Projects Funds) approved by SAO for current year that district could levy before Proposition C and Voluntary rollbacks, plus any recoupment levy approved by SAO or any temporary additional operating levy approved by voters.

This amount can be found on the district's certification letter received from the State Auditor's Office (Operating Funds-Schools, Certified Rate) or on the district's State Auditor's Office Property Tax Calculator Summary Page Line F, Current Year Tax Rate Ceiling. If a district has a temporary levy add that ceiling, which can be found on the district's certification letter from the State Auditor (Operating Funds-Temp, Certified Rate) with the district's Operating Fund Levy Ceiling and place the total in this field.

Less Voluntary Rollback-Operations – Board established tax rate reduction from the State Auditor's Office Approved Tax Rate Ceiling-Operations *(Incidental, Teachers, and Capital Projects Funds)*.

This amount can be found on the district's certification letter received from the State Auditor's Office (Operating Funds-Schools, Voluntary Reduction) or on the district's State Auditor's Office Property Tax Calculator Summary Page Line H, Less Voluntary Reduction by School District. If a district has a temporary levy add that Voluntary Rollback, which can be found on the district's certification letter from the State Auditor's Office (Operating Funds-Temp, Voluntary Reduction) with the district's Operating Fund levy Voluntary Rollback and place the total in this field. Include any reduction required due to not submitting an estimate non-binding tax rate which can be found on the districts State Auditor's Office Property Tax Calculator Summary Page Line G2, Less 20% Required Reduction for First Class Charter County School District NOT Submitting an Estimate Non-Binding Tax Rate to the County(ies).

Unadjusted Tax Rate-Operations – Amount of tax levy in operating funds (Incidental, Teachers, and Capital Projects Funds) after Voluntary rollback (if any) **but before** Proposition C rollback. *(Item is system calculated and displayed.)*

Current State Auditor's Certified Rate for Debt Service – Amount of tax levy certified by the SAO for the Debt Service Fund.

This amount can be found on the district's certification letter received from the State Auditor's Office (Debt Service, Certified Rate) or on the district's State Auditor's Office Property Tax Calculator Summary Page Line AA, Rate to Be Levied for Debt Service.

Funds

Unadjusted Rate-Incid – Amount of tax levy in Incidental (General) Fund before Proposition C rollback but after Voluntary rollback (if any).

This rate is set by the district's board of education at the tax rate hearing. This is the rate designated to levy prior to deducting amounts for a Proposition C rollback and can be found on the Estimate of Required Local Taxes, in the row for Incidental, column Unadjusted Levy.

Unadjusted Rate-Teachers – Amount of tax levy in Teachers (Special Revenue) Fund before Proposition C rollback but after Voluntary rollback (if any).

This rate is set by the district's Board of Education at the tax rate hearing. This is the rate designated to levy prior to deducting an amounts for a Proposition C rollback and can be found on the Estimate of Required Local Taxes, in the row for Teachers, column Unadjusted Levy.

Unadjusted Rate-Debt Serv – Amount of tax levy in Debt Service Fund. (Display only.)

This rate is set by the district's Board of Education at the tax rate hearing and can be found on the Estimate of Required Local Taxes, in the row for Debt Service, column Unadjusted Levy.

Unadjusted Rate-Cap Proj – Amount of tax levy in Capital Projects Fund after Voluntary rollback.

(Proposition C rollback cannot occur in Capital Projects Fund.)

This rate is set by the district's Board of Education at the tax rate hearing and can be found on the Estimate of Required Local Taxes, in the row for Capital Projects, column Unadjusted Levy.

Unadjusted Rate-Total – Total of unadjusted rates in all funds before Proposition C rollback but after Voluntary rollback (if any). (Item is system calculated and displayed.)

This rate is set by the district's Board of Education at the tax rate hearing and can be found on the Estimate of Required Local Taxes, in the row for Total, column Unadjusted Levy.

Adjusted Rate-Incid – Amount of tax levy in Incidental (General) Fund after Proposition C rollback (if any).

This amount will be extended onto county tax books and must be equal to or less than the Unadjusted Rate-Incidental Fund.

This rate is set by the district's Board of Education at the tax rate hearing. This is the rate designated to levy after deducting an amounts for a Proposition C rollback and can be found on the Estimate of Required Local Taxes, in the row for Incidental, column Adjusted Levy.

Adjusted Rate-Teachers – Amount of tax levy in Teachers (Special Revenue) Fund after Proposition C rollback (if any). This amount will be extended onto county tax books and must be equal to or less than the Unadjusted Rate-Teachers Fund.

This rate is set by the district's Board of Education at the tax rate hearing. This is the rate designated to levy after deducting an amounts for a Proposition C rollback and can be found on the Estimate of Required Local Taxes, in the row for Teachers, column Adjusted Levy.

Adjusted Rate-Debt Serv – Amount of tax levy in Debt Service Fund. This amount will be extended onto county tax books and must be equal to the Unadjusted Rate-Debt Service Fund. (A Proposition C rollback cannot occur in Debt Service Fund.) (Display only.)

This rate is set by the district's Board of Education at the tax rate hearing and can be found on the Estimate of Required Local Taxes, in the row for Debt Service, column Adjusted Levy.

Adjusted Rate-Cap Proj – Amount of tax levy in Capital Projects Fund. This amount will be extended onto county tax books and must be equal to the Unadjusted Rate-Capital Projects Fund. (Proposition C rollback cannot occur in Capital Projects Fund.) (Display only.)

This rate is set by the district's Board of Education at the tax rate hearing and can be found on the Estimate of Required Local Taxes, in the row for Capital Projects, column Adjusted Levy.

Adjusted Rate-Total – Total of adjusted rates in all funds after Proposition C rollback. This amount will be extended onto county tax books and must be equal to or less than Total Unadjusted Rate. If district takes a Proposition C rollback, the amount of Adjusted Rate-Total is equal to the Unadjusted Rate-Total minus Proposition C rollback amount. (Item is system calculated and displayed.)

This rate is set by the district's Board of Education at the tax rate hearing and can be found on the Estimate of Required Local Taxes, in the row for Total, column Adjusted Levy.

Prop C Rollback – Amount of Proposition C rollback calculated as the difference between the Unadjusted and Adjusted operating rates for school purposes (*Incidental and Teachers Funds*) to be rolled back in the current year. *(Item is system calculated and displayed.)*

This rate should match to the Prop C Reduction found on the district's certification letter from the State Auditor's Office (Operating Funds-Schools, Prop C Reduction) or on the district's State Auditor's Office Property Tax Calculator Summary Page Line G1, Less Required Proposition C (Sales Tax) Reduction.

The District's Operating Levy for School Purposes is less than \$3.43 – Section 163.021, RSMo requires a district with an operating levy for school purposes (Incidental plus Teachers Funds) less than \$3.43 to provide written notice to the department whether the district provides an adequate education for the students of the district. Select Yes or No to provide written notice. ***(Displayed only when levy is less than \$3.43.)***

Voter Approved Waiver Prop C Rollback (Full/Partial/None) – Select from drop-down list. Indicate "F" if full waiver, "P" if partial waiver and "N" if no waiver of Proposition C rollback. *(Item displayed for waivers previously reported.)*

Voter Approved Waiver Prop C Rollback-Date (Month/Year) – Indicate the month and year the voters approved the partial or full waiver of Proposition C rollback. *(Item displayed for waivers previously reported.)*

Prop C Rollback Exempt for Financial Stress – For district that is identified in the current year as financially stressed, amount of calculated Proposition C rollback (*expressed in cents per \$100 assessed valuation*) that will **not** be rolled back by district in current year pursuant to Section 161.527, RSMo.

Career Ladder Rollback Exempt – Amount of Proposition C rollback (*expressed in cents per \$100 assessed valuation*) used for Career Ladder match.

Highest Oper Levy Subsequent 1980 for SB380 – Highest operating levy (*all funds but Debt Service Fund*) for district since 1980 as provided for in Senate Bill 380 (1993). *(Item is historical only.)*

1986 Tax Rate Ceiling for Operations – Maximum levy amount for operating funds that district could levy before Proposition C rollback in 1986 as approved by SAO. *(Item is historical only.)*

1987 Tax Rate Ceiling for Operations – Maximum levy amount for operating funds that district could levy before Proposition C rollback as amended for 1987 and approved by SAO. *(Item is historical only.)*

1987 Voter Approved Operating Levy Increase – Amount of 1987 voter approved levy increase for operating funds that took effect in 1987. *(Item is historical only.)*

1993 Incidental & Teachers Funds Adjusted Levy – Sum of 1993 Incidental and Teachers Funds adjusted levy. *(Item is historical only.)*

1995 Tax Rate Ceiling for Operations – Maximum levy amount for operating funds that district could levy before Proposition C rollback in 1995 as approved by SAO. *(Item is historical only.)*

1995 Voluntary Rollback for Operations – Amount of tax rate ceiling for operations that district did not levy in 1995. *(Item is historical only.)*

Current Year Assessed Valuation of District in Various Counties

Per Section 137.245, RSMo, the county clerk in all counties and the assessor in St. Louis City (*excludes Jackson, St. Charles and St. Louis Counties*) shall forward a copy of the aggregate valuation listed in the tax book for each school district, except counties and municipalities maintaining their own tax or assessment books, to the governing body of the subdivision by July 20 of each year. In any county which contains a city with a population of one hundred thousand or more inhabitants which is located within a county of the first classification that adjoins no other county of the first classification (*Jackson county*), the clerk of the county shall provide the final revised assessed valuation listed in the tax book for each school district within the county to each such district on or before August 15 of each year. The clerk of any county of the first classification with a charter form of government and with more than six hundred thousand but less than seven hundred thousand inhabitants (*St. Louis County*) shall forward a copy of the aggregate valuation listed in the tax book for school districts within the county to each such district by July 15 of each year.

This total amount should match the amount reported on the district's State Auditor's Office Property Tax Calculator Form A Line 1, Current Year Assessed Valuation.

County – Number of county in which the district is located. *See Exhibit 7 for list of county identification numbers.*

Name – Name of county corresponding to county identification number.

Real Property – Assessed valuation of real property (*total of residential, horticultural/agricultural and utility/commercial*) as provided by the county. Includes the real estate component for locally assessed railroad and utility property. (*If the county aggregate assessed valuation form shows one number for locally assessed railroad and utility assessed valuation, the district must obtain from the county the proper breakdown and add to the appropriate categories.*) Data are reported separately for each county in which the district is located. *This total amount should match the amount reported on the district's State Auditor's Office Property Tax Calculator Form A Line 1, Current Year Assessed Valuation Real Estate.*

Personal Property – Assessed valuation of personal property as provided by the county. Includes the personal property component for locally assessed railroad and utility property. (*If the county aggregate assessed valuation form shows one number for locally assessed railroad and utility assessed valuation, the district must obtain from the county the proper breakdown and add to the appropriate categories.*) Data are reported separately for each county in which the district is located.

Total County – Total assessed valuation of real and personal property for the given county. (*Item is system calculated and displayed.*)

Total-Real Property – Total assessed valuation of real property for all counties. (*Item is system calculated and displayed.*)
This total amount should match the amount reported on the district's State Auditor's Office Property Tax Calculator Form A Line 1, Current Year Assessed Valuation Real Estate.

Total-Personal Property – Total assessed valuation of personal property for all counties. (*Item is system calculated and displayed.*)
This total amount should match the amount reported on the district's State Auditor's Office Property Tax Calculator Form A Line 1, Current Year Assessed Valuation Personal Property.

Total-Total County – The total assessed valuation of all counties as used by the district to compute its various tax rates. (*Item is system calculated and displayed.*)
This total amount should match the amount reported on the district's State Auditor's Office Property Tax Calculator Form A Line 1, Current Year Assessed Valuation Real Estate.

1986 Real Property AV – Amount of real property assessed valuation reported by school district in 1986 on the 1986 Supplement #1 to the Application for State School Money. *(Item is historical only.)*

1989 Rate Adj (Agri Pers Prop Loss) – Number of cents from 1989 SAO Form C-1, Line 9, that district was **not** allowed to use in increasing its tax rate ceiling for operations. *(Item is historical only.)*


1995 Rate Adj (Apart Prop Loss) – Number of cents from 1995 SAO Form B-1, Line 5, that district was **not** allowed to use in increasing its tax rate ceiling for operations. The rate adjustment was due to reclassification of some commercial property to residential property. *(Item is historical only.)*


Adj For Blanket Change – Amounts for each of the three fields are based on information on file for 1986, 1987, 1989, 1995 and the current year's tax levies and assessed valuation. If district is entitled to an amount in any of these fields, amount will be system generated and displayed. District should check this calculation against its tax reduction (*Proposition C rollback*) worksheet, Line 1c, completed for the current year.

Rev. Loss - Other Real Prop Loss in AV – Requires additional separate documentation to School Finance Section - Revenue loss (if any) from decrease in real property other than blanket changes as result of general reassessment from 1986 to current year. Revenue loss is calculated by taking other real property assessed valuation declines divided by 100 and multiplied by 1986 tax rate ceiling for operations. Amount entered by school district will need written narrative explanation sent directly to School Finance Section when August data are submitted. Information will be reviewed by School Finance Section to see if inclusion is warranted.

Recoupment Uncollected in Prior Yrs – Requires additional separate documentation to School Finance Section – Revenue amount used by school district to identify revenue loss district failed to recoup in prior years. Revenue loss is calculated by taking lost assessed valuation divided by 100 and multiplied by current tax rate ceiling for operations. Amount entered by school district will need written narrative explanation sent directly to School Finance Section when August data are submitted. Information will be reviewed by School Finance Section to see if inclusion is warranted.

Prior Year Adj For Prop C Rollback – Amount (if any) district missed of its Proposition C rollback the prior year. Negative amount will be preceded by a negative sign (-). A district exceeding its rollback the prior year will have a negative number in this field. A district falling short in its rollback the prior year will have a positive number in this field. Check district's Proposition C compliance letter for prior year and district's tax reduction (*Proposition C rollback*) worksheet, Line 1b, completed for current year. *(Item is system generated.)*


 **Save** – Click button to save all data on screen.

 **Edits** – Click button to display list of potential data errors and/or warnings related to data displayed.

Core Data Screen 08 – Attendance Center

The Attendance Center screen has two parts: attendance center header data and previous year's graduates' follow-up data. The attendance center header data items are updated in the August Cycle.

The second part of the Attendance Center screen, Follow-up on Previous Year's Graduates, is populated by MOSIS for districts that had graduates the previous year. Elementary districts and colleges **do not** complete the Follow-up on Previous Year's Graduates. Information about the graduates is reported by male/female, racial/ethnic categories (*see Exhibit 2*), and IEP. IEP includes only those graduates eligible under IDEA in the categories specified in Exhibit 18. All follow-up data are displayed from the MOSIS February Student Graduate Follow-up file. The Employment category includes only graduates that are reported as competitively employed. Competitive employment is comprised of compensation at or above minimum wage; comparable pay rate, benefits, and opportunities for advancement for persons with and without disabilities; and settings with others who are nondisabled.



District: Select a District

Year: Status: OPEN-Cycle is available for data entry.

School:

Location: Core Data Collection - August Cycle - 08 Attendance Center

Building Details

Name
Grade Span -

Phone
Fax

Street Address
Mailing Address

City
Zip

Website
NCES ID

NCES School Type

Building Administrator

Title Last Name First Name MI

Position Yrs in District

Email

Magnet T1 Migrant A+

Safe School Violations

Reported in June Cycle

Reported in February Cycle

Reported in current cycle

Charter School

Sponsor Non-LEA ☐ Probation ☐ Creation ☐

Follow-Up On 2018 - 2019 Graduates (February Cycle):

| | Male: | Female: | Total: | BLK | WH | HSP | ASN | IND | PAC | MULTI | IEP | COOP |
|----------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 4-Year College | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 2-Year College | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Non-College | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Military | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Employment | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Unknown | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Other | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Totals | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Populated from MOSIS February Cycle

Email: coredata-mosis@dese.mo.gov

Current User:

Last Modified User:

Last Modified Date:

Improving Lives through Education

Item Definitions – Screen 08-Attendance Center

District – County-district code and name of school district/college. *(Display only, based on Logon User ID.)*

Year – School year for which data are collected. *(Select from drop-down list.)*

Status – Current status of district's data for cycle selected. *(Display only.)*

School – Select name of attendance center. *(Select from drop-down list.)*

Location – Current location within the Core Data application. *(Display only.)*

Building Details

Name – Name of attendance center. *See Exhibit 22 for attendance center numbers.*

Grade Span – Lowest and highest grades of the attendance center; valid selections are PK, K and 1-12. *(Display only.)*

Phone – School building telephone number. *(Three-digit area code and seven-digit number.)*

Fax – School building fax number. *(Three-digit area code and seven-digit number.)*

Street Address – Street address for school building.

Mailing Address – Post office box for school building. *(If there is not a post office box, leave blank.)*

City – City in which school building is located.

Zip – Nine-digit zip code for the school building address. *(Hyphen is not entered.)*

Website – Internet address of school website.

NCES ID – Unique 12-digit number assigned by the National Center for Education Statistics to identify individual schools. *(Display only.)*

NCES School Type – Type assigned by the National Center for Education Statistics to identify individual schools. *(Display only.)*

MOCAP Host – Checkbox indicates if building is a MOCAP host. *(Display only.)*

Building Administrator

Title – Title of building administrator. *(Select DR, MR, MISS, MS, MRS, REV, COL, or SR from drop-down list.)*

Last Name – Last name of building administrator.

First Name – First name of building administrator.

MI – Middle initial of building administrator.

Position – Job title of building administrator.

Yrs in District – Number of years building administrator has been employed in district including the current year.

Email – Email address of building administrator.

Magnet – “Y” indicates the attendance center is a magnet school. *(Display only.)*

T1 – “T” indicates the school is Title I targeted assistance, and “S” indicates the school is Title I school wide. *(Display only.)*

Migrant – Number of migrant students enrolled. *(Display only.)*

A+ – If the box next to A+ is blank and your school would like to become A+ designated, please follow the link titled “A+ Assurance,” to ensure your school agrees to the assurances on the form titled, “Notification of Assurances.” Please ensure that the contact information for the district’s A+ Coordinator is correct on Core Data Screen 03 of the current cycle. *(Display only.)*

- Once the SBOE has approved your school, the Commissioner’s Office will send a designation letter to each approved district’s A+ Coordinator.
- Once the A+ designation letter is received, DESE will change the designation to D in Core Data, Screen 08 of the February Cycle.

A+ Assurance check box – Once your school has agreed to the A+ Assurances on the form titled “Notification of Assurances,” please check the A+ Assurance check box. *(Reported in February Cycle.)*

Safe School Violations – Number of safe school violations which occurred at attendance center. *See Exhibit 32 for list of safe schools violations. (Reported in June Cycle.)*

Charter School

Sponsor – Community College, District, Private College/University, State Board of Education, University or State Agency. *(Display only.)*


Non-LEA – Indicates the charter is a Non-LEA charter. *(Display only.)*

Probation – Indicates the charter is on probation. *(Display only.)*

Creation – Indicates the charter was created from an unaccredited district. *(Display only.)*

Follow-up on Previous Year’s Graduates – Data about previous year’s graduates are headcounts by sex, racial/ethnic categories (*see Exhibit 2*) and IEP (*see Exhibit 18*). **Data are reported for all graduates regardless of the time of graduation during the school year.** *(Populated from MOSIS – February Cycle.)*

 **Save** – Click button to save all data on screen.


 **Edits** – Click button to display list of potential data errors and/or warnings related to data displayed.

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Core Data Screen 10 – Planned School Calendar List

The Planned School Calendar List screen displays the list of school calendars reported for the district and allows districts to access Screen 10 – Calendar Header. Summary information from Screen 10 – Calendar Header is also displayed for each calendar. No data entry is required on this screen.

Additional information regarding School Calendar Requirements and Inclement Weather Makeup days is available on the School Finance website under Finance Topics & Procedures, which can be located [here](#).



District:
Year:
Status: OPEN-Cycle is available for data entry.

Location: Core Data Collection - August Cycle - 10 Calendar List

New Calendar

| Hdr | School | Grade Span | Half Day Indicator | SDL | Prd | Days | Planned Hours | Actual | | Special Hours | Min/Week |
|--------|--------|------------|--------------------|-----|-----|------|---------------|--------|-------|---------------|----------|
| | | | | | | | | Days | Hours | | |
| Header | | | | | | | | | | | |

Email: coredata-mosis@dese.mo.gov

Current User:
Last Modified User:
Last Modified Date:

Reported in June Cycle

Improving Lives through Education

Item Definitions – Screen 10-Planned School Calendar List

District – County-district code and name of school district. *(Display only, based on Logon User ID.)*

Year – School year for which data are collected. *(Select from drop-down list.)*

Status – Current status of district's data for cycle selected. *(Display only.)*

Location – Current location within the Core Data application. *(Display only.)*

New Calendar – Click button to obtain a blank Screen 10 to enter a new calendar.

Header – Click button to go to the Calendar Header (Screen 10).

School (Optional Field) – Four-digit school number and name of the attendance center. Used only if the days/hours of attendance are different for attendance centers with the same grade span (for example, two 9-12 high schools with different day lengths or different days of attendance). *(Display only.)*

Grade Span – Lowest and highest grade levels included in this calendar. *(Display only.)*

Half Day Indicator – “A” if calendar is for AM kindergarten or pre-K, “P” for PM kindergarten or pre-K, or blank if kindergarten or pre-K is full day. *(Display only.)*

SDL – Standard day length. Total number of hours between the starting time of the first class and the dismissal time of the last class, minus the time allowed for lunch and one passing time, and minus Channel One time, reported as a decimal equivalent, i.e., six hours and 15 minutes is reported as 6.2500 hours. Passing time and recess time supervised by certificated staff **are** included. Standard day length is reported out to four decimal places. *See Exhibit 24A on how to determine the length of the school day. (Display only.)*

Prd – Number of class periods each day (reported only for high schools and departmentalized middle schools and junior high schools). *(Display only.)*

Planned Days/Hours – Total days and hours of school calendar as it is planned at the beginning of the school year calculated from data entered on calendar header screen. *[Reported in August Cycle.] (Display only.)*

Actual Days/Hours – Total days and hours of school calendar as actually occurred during the school year. Calculated from data entered on calendar header screen. *[Reported in June Cycle.] (Display only.)*

Special Hours – Special adjustment makeup hours. *(Display only.)*

Min/Week – Number of instructional minutes per week calculated from standard day length (SDL). *(Display only.)*

Core Data Screen 10 – Planned Calendar Header

The Calendar Header screen summarizes information relative to the planned and actual calendar in terms of meeting statutory days and hours of attendance. The header screen accepts data entry for the date the calendar was adopted, starting and closing dates, weather makeup hours, standard day length, minutes per week, number of periods each day, and minutes per period. The total days and total hours of attendance for the school year are manually entered.

Inclement Weather Makeup Days reference: <https://dese.mo.gov/media/pdf/inclement-weather-make>.

Missouri EDUCATION
DEPARTMENT OF ELEMENTARY & SECONDARY

District: Year: Status: OPEN-Cycle is available for data entry.

Location: Core Data Collection - August Cycle - 10 Calendar Header

School (Optional) ☐ Grade Span - Half Day Indicator Attending a 4 Day School Week ☐

Calendar List

| Date Calendar Adopted (MM/DD/YYYY) | (MM/DD) Planned Calendar | (MM/DD) Actual Calendar |
|---|---|---|
| Starting Date - Closing Date | <input type="text"/> - <input type="text"/> | <input type="text"/> - <input type="text"/> |
| Weather Hours | <input type="text"/> | <input type="text"/> |
| Weather Makeup Hours | <input type="text"/> | <input type="text"/> |
| Alternative Method of Instruction Hours | <input type="text"/> | <input type="text"/> |
| Special Adjustment Makeup Hours | <input type="text"/> | <input type="text"/> |
| Total School Calendar Days/Hours | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| Standard Day Length: (x.xxxx) | <input type="text"/> | <input type="text"/> |
| Minutes per Week | <input type="text"/> | <input type="text"/> |
| Periods Each Day | <input type="text"/> | <input type="text"/> |
| Minutes Each Period | <input type="text"/> | <input type="text"/> |

Comments:

Email: coredata-mosis@dese.mo.gov

Current User: Last Modified User: Last Modified Date:

Improving Lives through Education

Reported in June Cycle

Item Definitions – Screen 10-Planned Calendar Header

District – County-district code and name of school district. *(Display only, based on Logon User ID.)*

Year – School year for which data are collected. *(Select from drop-down list.)*

Status – Current status of district's data for cycle selected. *(Display only.)*

Location – Current location within the Core Data application. *(Display only.)*

School (Optional Field) – Four-digit school number and name of the attendance center. Use only if the days/hours of attendance are different for attendance centers with the same grade span (for example, two 9-12 high schools with different day lengths or different days of attendance). *(Select from drop-down list.)*

Grade Span – Lowest and highest grade levels included in this calendar.

Half Day Indicator – “A” if calendar is for AM Kindergarten or pre-K, “P” for PM Kindergarten or pre-K, or blank if kindergarten or pre-K is full day.

Attending a 4 Day School Week – Indicator specifying that the district planned before the start of the school year to attend school four days a week. [Section 171.029, RSMo](#), allows a school district board of education to establish a four-day school week or other calendar consisting of less than 174 days in lieu of a five-day school week. School districts establishing less than a 174-day/five-day-a-week school calendar shall operate on a four-hour day minimum/eight-hour day maximum. A school day less than four hours or more than eight hours does not count toward the minimum 142 days or 1,044 hours of actual student attendance requirements. *(Entered in the August Planned Calendar.)*

Date Calendar Adopted (MM/DD/YYYY) – Date the school calendar was adopted by the board of education.

PLANNED CALENDAR – Reports the school calendar as planned at the beginning of the school year. *(Reported in the August Cycle.)*

Planned Starting/Closing Date – Planned first day of school for students and planned last day of school for students (month/day format). If planning weather makeup days at the end of the year the last day of school should be marked as the last possible makeup day.

Planned Weather Makeup Hours – Total number of planned hours school will be held to make up for days missed due to inclement weather. Refer to [Section 171.033, RSMo](#), regarding inclement weather makeup days.

Planned Total School Calendar Days/Hours – Total number of planned days school will be in session and total number of planned hours school will be in session. This should not include weather makeup days the district or charter does not plan to attend unless needed to make up weather-related hours. [Section 171.029, RSMo](#).

Standard Day Length – Total number of hours between the starting time of the first class and the dismissal time of the last class, minus the time allowed for lunch and one passing time, and minus Channel One time, reported as a decimal equivalent, i.e., six hours and 15 minutes is reported as 6.2500 hours. Passing time and recess time supervised by certificated staff are included. The standard day length is reported to four decimal places. *(See Exhibit 24A on how to determine the length of the school day.) [Entered in the August Planned Calendar.]*

Minutes per Week – Number of instructional minutes per week calculated from standard day length (SDL). *(Entered in the August Planned Calendar.)*

Periods Each Day – Number of class periods in each standard day (reported only for high schools and departmentalized middle schools and junior high schools). *(Entered in the August Planned Calendar.)*

Minutes Each Period – Average number of minutes each class period is held, **excluding** passing time (reported only for high schools and departmentalized middle schools and junior high schools). *(Entered in the August Planned Calendar.)*

Comments – Free-form commentary.

Save – Click button to save all data on screen.

Calendar List – Click button to display corresponding School Calendar List information.

Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

Copy – Click button to copy planned calendar information into actual calendar fields.

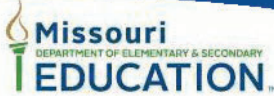
Delete – Click button to delete.

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Core Data Screen 16 – Enrollment, Membership and Summer School

Actual summer school attendance, membership and actual extended school year attendance are reported on an hourly basis on this screen in the August Cycle. All data are displayed from the MOSIS Student Enrollment and Attendance file.

In the October Cycle enrollment headcounts (resident and non-resident students attending the attendance centers) are reported by attendance center, grade, male/female, and racial/ethnic categories (*see Exhibit 2*). September membership counts by county are also reported in October. In the February Cycle, January membership counts are reported on this screen by attendance center by grade. All data are displayed from the MOSIS Student Core file.



District:
Year: Status: OPEN-Cycle is available for data entry.
School: Grade:
Location: Core Data Collection - August Cycle - 16 Enrollment, Membership and Summer School

Populated from MOSIS August Cycle

Save

Summer School Hours Just Completed (August Cycle)

| | Regular | Deseg In | Fed Lands | Total | Deseg Out |
|-----------------------|---------|----------|-----------|-------|-----------|
| Attendance | | | | | |
| Membership | | | | | |
| Attendance Adjustment | | | | | |
| ESY Hours | | | | | |

September Enrollment (October Cycle)

| | Black | White | Hispanic | Asian | Indian | Pacific Islander | Multi Racial | Total | Resident | N-Resident |
|--------|-------|-------|----------|-------|--------|------------------|--------------|-------|----------|------------|
| Male | | | | | | | | | | |
| Female | | | | | | | | | | |
| Total | | | | | | | | | | |

September Membership By County (October Cycle)

| County | Full Time | Part Time | Deseg In | Fed Lands | Total | Deseg Out |
|--------|-----------|-----------|----------|-----------|-------|-----------|
| | | | | | | |
| Total | | | | | | |

January Membership (February Cycle)

| | Full Time | Part Time | Deseg In | Fed Lands | Total | Deseg Out |
|--------------------|-----------|-----------|----------|-----------|-------|-----------|
| January Membership | | | | | | |

Save

Email: coredata-mosis@dese.mo.gov

Current User: Last Modified User: Last Modified Date:

Improving Lives through Education

Item Definitions – Screen 16-Enrollment, Membership and Summer School

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location, and Help.

School – Four-digit school number and name of attendance center. *(Select from drop-down list.)*

Grade – Grade level of the attendance center for which data are reported. Valid selections from the drop-down list are PK, PKP, PKA, K, KA, KP, and 1-12. Select “PK or K” for full-day pre-kindergarten or kindergarten, “PKA or KA” for AM pre-kindergarten or kindergarten, or “PKP or KP” for PM pre-kindergarten or kindergarten.

Summer School and Extended School Year (ESY) Hours Just Completed – Actual summer school attendance and membership hours and actual extended school year program attendance hours for students with disabilities as required by the Individualized Education Program (IEP) submitted in the August Cycle. Summer school students should be entered in the grade in which they are enrolled in the current school year (after summer school). ESY hours that are outside of the timeframe and days of the summer school program must be reported under the ESY hours, however, ESY hours running in conjunction with the summer school program can be reported as either ESY hours or summer school hours.

Attendance Regular – Actual number of summer school attendance hours by resident students *(excluding desegregation students)* in a program approved by the School Improvement Section.

Attendance Deseg In – Actual number of summer school attendance hours for incoming desegregation students.

Attendance Fed Lands – Actual number of summer school attendance hours for federal lands students.

Attendance TOTAL – Total regular, deseg in, and fed lands summer school attendance hours. *(Item is system calculated and displayed.)*

Attendance Deseg Out – Actual number of summer school attendance hours for outgoing desegregation students.

Membership Regular – Actual number of summer school membership hours of resident students *(excluding desegregation students)* in a program approved by the School Improvement Section. (Maximum hours all students enrolled by grade could attend if all students had perfect attendance.)

Membership Deseg In – Actual number of summer school membership hours for incoming desegregation students.

Membership Fed Lands – Actual number of summer school membership hours for federal lands students.

Membership TOTAL – Total regular, deseg in, and fed lands summer school membership hours. *(Item is system calculated and displayed.)*

Membership Deseg Out – Actual number of summer school membership hours for outgoing desegregation students.

Attendance Adjustment-Regular – Number of summer school attendance adjustment hours of resident students *(excluding desegregation students)*. *(Display only.)*

Attendance Adjustment-Deseg In – Number of summer school attendance adjustment hours for incoming desegregation students. *(Display only.)*

Attendance Adjustment-Fed Lands – Number of summer school attendance adjustment hours for federal lands students. *(Display only.)*

Attendance Adjustment-Total – Total regular, deseg registration in, and federal lands summer school students adjustment hours. *(Item is system calculated.)*

Attendance Adjustment-Deseg Out – Number of summer school attendance adjustment hours for outgoing desegregation students. *(Display only.)*

ESY Attendance Regular – Actual number of ESY attendance hours by resident students *(excluding desegregation students)*.

ESY Attendance Deseg In – Actual number of ESY attendance hours for incoming desegregation students.

ESY Attendance Fed Lands – Actual number of ESY attendance hours for federal lands students.

ESY Attendance Total – Total regular, deseg in, and fed lands ESY attendance hours. *(Item is system calculated and displayed.)*

ESY Attendance Deseg Out – Actual number of ESY attendance hours for outgoing desegregation students.

September Enrollment – Headcount taken the last Wednesday of September of all resident and non-resident students in grades PK through 12 enrolled in the attendance center. Each student (part-time, full-time, or kindergarten) should be counted as one. Desegregation transfer students are reported as residents of the district in which they attend school. Enrollment for students attending alternative schools and area vocational schools should be reported at the students' regular school in their home district. *(Populated from MOSIS – October Cycle.)*

September Membership By County – Count of resident students in grades PK-12 taken the last Wednesday in September who are enrolled on the count day **and** in attendance at least one of the 10 previous school days, by grade at each attendance center. PK students included in membership are only the PK students being claimed for state aid. Students attending an alternative school or an area vocational school part of the day and their home school the remainder of the day should be counted as full-time students in the regular school in their home district. To receive full-time credit for special education a kindergarten student whose IEPs call for full-day attendance, report the membership in full-day kindergarten. Membership for Title I extended day kindergarten should not be reported. Part-time students are reported on FTE basis under part-time. For example, a part-time student enrolled four hours in a six-hour day equals 0.67 FTE. Membership of students for whom the home district pays full tuition is counted by the home district. Membership of students for which local tax effort only is paid is not reported by the home district, but is reported by the receiving district. **Membership of students for whom parents have paid tuition is not counted by any district.** *(Populated from MOSIS – October Cycle.)*

January Membership – Count of resident students in grades PK-12 taken the last Wednesday in January who are enrolled on the count day **and** in attendance at least one of the 10 previous school days, by grade at each attendance center. PK students included in membership are only the PK students being claimed for state aid. Students attending an alternative school or an area vocational school part of the day and their home school the remainder of the day should be counted as full-time students in the regular school in their home district. To receive full-time credit for special education kindergarten students whose IEPs call for full-day attendance, report the membership in full-day kindergarten. Membership for Title I extended day kindergarten should not be reported. Part-time students are reported on FTE basis under part-time. For example, a part-time student


enrolled four hours in a six-hour day equals 0.67 FTE. Membership of students for whom the home district pays full tuition is counted by the home district. Membership of students for which local tax effort only is paid is not reported by the home district, but is reported by the receiving district. **Membership of students for whom parents have paid tuition is not counted by any district.** *(Populated from MOSIS – February Cycle.)*



– Click button to display list of potential data errors and/or warnings related to data displayed.

Core Data Screen 25 – Gifted Education

The Gifted Education screen collects data about state-approved gifted education programs, including the delivery system, program descriptions used, and the corresponding student selection criteria.

**Missouri**
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

District:

Year: Status: OPEN-Cycle is available for data entry.

Location: Core Data Collection - August Cycle - 25 Gifted Education

Save

| Student Selection Criteria | | | | | | |
|----------------------------|-----|--|---------------|--|--------------|--------------------------|
| Delivery System | IQ% | | Achievement % | | Creativity % | Other |
| GRT | 0 | | 0 | | 0 | <input type="checkbox"/> |
| PEGS | 0 | | 0 | | 0 | <input type="checkbox"/> |
| RRT | 0 | | 0 | | 0 | <input type="checkbox"/> |
| SCT | 0 | | 0 | | 0 | <input type="checkbox"/> |

Comments:

Save

Email: coredata-mosis@dese.mo.gov

Current User: Last Modified User: Last Modified Date:

Improving Lives through Education

Item Definitions – Screen 25-Gifted Education

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (*page preceding the August Cycle*) for definition of District, Year, Status, Location, and Help.

Student Selection Criteria – For each program description used by the district, enter the **percentile used** (*for example: minimum cut off score for placement, if IQ is 125 = 95th percentile*) to select students for state-approved gifted education program participation in the appropriate assessment instrument column. Placement in a state-approved gifted program requires a minimum of three out of the four assessment areas.

If selection criteria other than IQ, Achievement, and Creativity assessments are used, check the box in the Other column. If an Alternative Selection System has been approved by the department, check the box in the Alternative Selection System column. If any box is checked, use the comments to provide an explanation of the criteria used.

Program Description


GRT – Gifted Resource Teacher. Provides services to meet needs of gifted students. This is used only in grades 9-12.


PEGS – Programs for Exceptionally Gifted Students.

RRT – Resource Room Teacher. Instructs students pulled out of the regular classroom.

SCT – Special Class Teacher. Instructs students who are assigned to a class period on a daily basis.


Comments – Free-form commentary.

 **Save** – Click button to save all data on screen.

 **Edits** – Click button to display list of potential data errors and/or warnings related to data displayed.

Core Data Screen 39 – School Resource Officer

Screen 39 – School Resource Officer allows school districts and charters to report the number of employed school resource officers (SROs).



District:
Year: **Status:** OPEN-Cycle is available for data entry.

Location: Core Data Collection - June Cycle

1. Do you have SROs? If Yes, complete 2 and 3.

☐ YES
☐ NO

2. What is your SRO district FTE count? 0 to 999.99

3. How are the SRO's paid (choose all that apply)

☐ District Employee
☐ District Contracted
☐ Local Law Enforcement Jurisdiction Donation

Email: coredata-mosis@dese.mo.gov

Current User:
Improving Lives through Education

Item Definitions – Screen 39-School Resource Officer

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location, and Help.

SRO – School Resource Officer. A sworn law enforcement officer responsible for safety and crime prevention in schools.

SRO Payment Options:

- District Employee
- District Contracted
- Local Law Enforcement Jurisdiction Donation

Save – Click button to save all data on screen.

MOSIS August Student Enrollment and Attendance

The August Cycle Student Enrollment and Attendance file is reported for summer school including a single record for each student attending summer school with the number of hours of summer school attendance.

This data populates Core Data Screen 16 – Enrollment, Membership & Summer School. *See Exhibit 37 for a detailed Core Data screen crosswalk.*

August Cycle – File Quick Notes

| | |
|----------------------------|--|
| Collection Name: | August Student Enrollment and Attendance |
| Abbreviation: | Student Enrollment Attendance (SEA) |
| Availability Date: | July 28 |
| Due Date: | August 15 |
| File Pair: | None |
| Collection Version: | 2023Aug1.0StuEnrlAttnd |

Reporting Student Enrollment and Attendance

Generally, the district that is providing instruction reports Student Enrollment and Attendance records. However, when a public school district pays tuition for a resident student to attend a non-public or private institution, the resident district reports the Student Core record. The residency status for these students is Resident II (R2). *Refer to Exhibit 21 for more information detailing Residency Status.*

August Cycle Student Enrollment and Attendance Key Data Concepts

- The August Cycle requires a single record for each student attending summer school.
- All students may be reported as Resident I.
- Out-of-state students living with a Missouri resident for the summer are required to be reported and must have a valid MOSIS ID.
- Students must be reported in a grade level that is valid for the building.

Linkages Between Files

Student Enrollment and Attendance to MOSIS ID: A student's state MOSIS ID and the date of birth in the Student Enrollment and Attendance file are matched with the MOSIS ID component. If they do not agree, an error message is posted. If your district receives this error, please follow these steps:

1. Verify date of birth.
2. Update MOSIS Data Collection file or MOSIS ID component.
3. If another district has incorrectly changed the date of birth in the ID system, notify them.
4. Contact the department if a resolution cannot be found.

File Layout: August Cycle Student Enrollment and Attendance

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts and charters what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition, and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found [here](#). Code sets may be referenced in Exhibit 38.

| Student Enrollment and Attendance – August Cycle | | | | |
|--|-------------------------|-----|--|-------------------------------------|
| Item | Item Name | Aug | Definition | Code Set |
| 005 | Collection Version | R | Collection version should contain this value '2023Aug1.0StuEnrlAttnd' for the 2023 Student Enrollment Attendance August Cycle file layout. | |
| 010 | Current School Year | R | The ending year of the current school year. For example, use '2023' for the 2022-23 school year. | |
| 015 | Attending District Code | O | DESE-assigned six-digit county-district code for the district being exited. | DESE District Codes |
| 020 | Attending School Code | O | DESE-assigned four-digit school code for the school being exited. | DESE School Codes |
| 025 | Reporting District Code | R | DESE-assigned six-digit county-district code for the district reporting. | DESE District Codes |
| 030 | Reporting School Code | R | DESE-assigned four-digit school code where the student is being reported from. | DESE School Codes |
| 035 | Resident District Code | O | DESE-assigned six-digit county-district code for the district of residence. E.g., K-8 Resident II student attending high school in a different district would have Resident District Code populated with XXXXXX and the “Attending District Code” populated with YYYYYY representing the district of enrollment. | DESE District Codes |
| 040 | Resident School Code | O | DESE-assigned four-digit school code for the school of residence. | DESE School Codes |
| 045 | MOSIS Student ID | R | State-assigned student identifier. See https://dese.mo.gov/data-system-management/core-datamosis for more information. | |
| 050 | Local Student ID | O | Local student ID maintained by the district. Allows for data to be associated to local systems from DESE source systems. | |
| 055 | Legal Last Name | O | Legal last name. | |
| 060 | Legal First Name | O | Legal first name. | |
| 065 | Legal Middle Name | O | Legal middle name. | |
| 070 | Legal Name Suffix | O | Legal name suffix. E.g., Jr, Sr. | |
| 075 | Date of Birth | R | Date of birth. | |


| Student Enrollment and Attendance – August Cycle | | | | |
|--|--------------------------------|-----|--|---|
| Item | Item Name | Aug | Definition | Code Set |
| 080 | Student Grade Level | R | Grade level as of the time data is being submitted unless otherwise specified. | Student Grade Level Codes |
| 090 | Residency Status | R | DESE-assigned residency status code for student being reported, e.g., Resident I, Resident II, Non-Resident. | Resident Status Codes |
| 095 | Regular Hrs Attended | N | Number of full-time and part-time hours the student spent in attendance at the attending district. | |
| 100 | Regular Hrs Absent | N | Number of hours the student was absent at the attending district. | |
| 105 | Remedial Hrs Attended | N | Number of remedial hours outside the normal school day in accordance with Sections 167.340, 167.640, and 167.645, RSMo, the student spent in attendance at the attending district. | |
| 110 | Hours in Session | N | Total number of actual hours student could have attended at the attending school. | |
| 115 | Summer Attendance | R | Hours student attended summer school. | |
| 120 | Summer Membership | R | Total hours available for student to attend. | |
| 125 | Entry Date | R | Date student entered the attending school. | |
| 130 | Entry Code | N | Type of entry corresponding to the date the student entered the attending school. | Entry Codes |
| 135 | Exit Date | R | Date student left the attending school. | |
| 140 | Exit Code | N | Type of exit corresponding to the date the student left the attending school. | Exit Codes |
| 145 | Exit Destination District Code | N | DESE-assigned six-digit county-district code of the district the student was confirmed to be transferred to. This field is required if a student is marked as Transfer Out to another school or district in state. (If this field is left blank then exit destination comment must be provided.) | DESE District Codes |
| 150 | Exit Destination School Code | N | DESE-assigned four-digit school code of the school the student was confirmed to be transferred to. This field is required if a student is marked as Transfer Out to another school or district in state. (If this field is left blank then exit destination comment must be provided.) | DESE School Codes |
| 155 | Exit Destination Comment | N | Detailed comment describing students exit from the school or district. | |

| Student Enrollment and Attendance – August Cycle | | | | |
|--|-----------------------|-----|---|-------------------------------------|
| Item | Item Name | Aug | Definition | Code Set |
| 156 | School Choice | N | Identify if a student is eligible, has been offered, applied for but was denied, or received School Choice. Children enrolled in a Title I school are eligible for school choice when their school is in the first and subsequent years of school improvement, corrective action, or restructuring. Any child attending such a school must be offered the option of transferring to a public school in the district not identified for school improvement, unless such an option is prohibited by state law. ESEA requires that in some circumstances priority in providing school choice be given to the lowest achieving children from low-income families. | School Choice Codes |
| 157 | Extended School Hours | R | Number of extended school year hours of special education and related services provided to a child with a disability. These hours are beyond the normal school year of the public agency, are in accordance with the child's IEP, are at no cost to the parents of the child, and meet the standards of the State Education Agency. | |

October Cycle

The **October Cycle Core Data** and **MOSIS** submissions are due October 15. **Core Data** includes information about educator vacancies. Data are reported on screens 21 – Educator Vacancy and 36 – Kindergarten Readiness. Screens 02 – District Data, 15 – Home School/Free & Reduced Lunch, 16 – Enrollment, Membership & Summer School, 18 – Educator, 20 – Course & Assignment and 22 – Sending School Courses & Enrollment are populated from MOSIS. **MOSIS** includes information about LEP census data, educators, courses and assignments, enrollment and September membership. Data are reported in the Student Core, Educator Core, Educator School, Course Assignment and Student Assignment files. DESE recommends to certify MOSIS files in the following order: 1) Student Core, 2) Educator, and 3) Assignment.

| | | |
|---|---|----------------------|
| Core Data Screens <i>Screens bolded & italicized have items populated from MOSIS.</i> | 02 – District Data 15 – Home School/Free & Reduced Lunch 16 – Enrollment, Membership & Summer School 18 – Educator 20 – Course & Assignment 21 – Educator Vacancy 22 – Sending School Courses & Enrollment 36 – Kindergarten Readiness | Due by October 15 |
| MOSIS Files | Student Core Educator Core Educator School Course Assignment Student Assignment | |



District:

Year: Status: **OPEN**-Cycle is available for data entry.

Location: Core Data Collection - October Cycle

- ▼ Core Data Collection
 - ▶ August Cycle
 - ▼ **October Cycle**
 - ▶ 02 District Data
 - ▶ 15 Home School/Free & Reduced Lunch
 - ▶ 16 Enrollment, Membership & Summer School
 - ▶ 18 Educator
 - ▶ 20 Course & Assignment
 - ▶ 21 Educator Vacancy
 - ▶ 22 Sending School Courses & Enrollment
 - ▶ 36 Kindergarten Readiness
 - ▶ December Cycle
 - ▶ February Cycle
 - ▶ June Cycle
 - ▶ Reports
 - ▶ Edit Reports
 - ▶ Statewide Reports
 - ▶ New Year Rollover
 - ▶ DESE Web Application Menu
 - ▶ Logon/Logoff

Edits Summary

| October Cycle Page | Errors | Warnings | DESE Contact | |
|---|--------|----------|--|--|
| 15 Home School / Free & Reduced Lunch | 0 | 0 | Data System Management Federal Programs Data | (573) 522-3207 (573) 751-3543 |
| 16 Enrollment, Membership & Summer School | 0 | 0 | Data System Management School Finance | (573) 522-3207 (573) 751-0357 |
| 18 Educator | 0 | 0 | Data System Management Career Ed Data | (573) 522-3207 (573) 751-3524 |
| 20 Course & Assignment | 0 | 0 | Data System Management Career Ed Data Special Education Data | (573) 522-3207 (573) 751-3524 (573) 751-7848 |
| 21 Educator Vacancy | 0 | 0 | Educator Quality | (573) 751-1191 |
| 22 Sending School Courses & Enrollment | 0 | 0 | Data System Management Career Ed Data | (573) 522-3207 (573) 751-3524 |

Links

[Core Data and MOSIS Reference Manual](#)
[Missouri School Directory](#)
[Missouri Student Information System \(MOSIS\)](#)
[Data Acquisition Calendar](#)


Email: coredata-mosis@desemo.gov

Current User: Improving Lives through Education

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Core Data Screen 02 – District Data

The District Data screen displays K-12 ELL (LEP) and pre-K ELL (LEP) enrollment and resident student counts from the MOSIS Student Core file. No data entry is required – check data for accuracy. All other data on Screen 02 are populated from the August Cycle.



District:
Year: Status: **OPEN**-Cycle is available for data entry.
Location: Core Data Collection - October Cycle - 02 District Data

Superintendent/Dean:
Elementary District
Classification
☐ MO Option

Supervisor:
Organization
NCES ID

District
Street Address
City
Phone - -
Email
Website
DUNS Number
☐ LEA Assures current registration with System for Award Management (SAM).
SAM Exp. Date (mm/dd/yyyy)
UEI Number

Mailing Address
Zip -
Fax - -

School Board Secretary
Last Name
Home Phone - -
Street Address
City
Email

First Name MI Title
Mailing Address
State Zip -

School Board President
Last Name
Home Phone - -
Street Address
City
Email

First Name MI Title
Mailing Address
State Zip -

Additional Data
Reg. Contract Days
Career Ladder 1) 2) 3)

Populated from MOSIS current cycle
K- 12 ELL (LEP) students enrolled
Pre K ELL (LEP) students enrolled
K- 12 ELL (LEP) resident students

| FTE | Office | Custodial | Food | Other | Total | Black | White | Hispanic | Asian | American Indian | Pacific Islander | Multiracial |
|--------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Male | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Female | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Email: coredata-mosis@dese.mo.gov

Current User: **Last Modified User:** **Last Modified Date:**

Improving Lives through Education

Item Definitions – Screen 02-District Data

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (*page preceding the August Cycle*) for definition of District, Year, Status, and Location.

District Data – Basic data entered in the August Cycle.

Additional Data

Reg. Contract Days – Standard length in days of regular teacher contract. (*Entered in Core Data – August Cycle.*)

Career Ladder – Indicates the district's participation in the Career Ladder Program. (*Entered in Core Data – August Cycle.*)

K-12 ELL (LEP) Students Enrolled – Number (headcount) of students in grades K-12 enrolled on the last Wednesday in September whose English language proficiency was below that of grade and age level peers. This does not include students that have exited the LEP category, even those in a two-year monitored status.

Pre-K ELL (LEP) Students Enrolled – Number (headcount) of children ages 3-5 enrolled in a district-funded program serving preschool children whose English language proficiency was below that of grade and age level peers.


K-12 ELL (LEP) Resident Students – Number (FTE) of students in grades K-12 enrolled on the last Wednesday in September and in attendance one of 10 prior school days whose English language proficiency was below that of grade and age level peers. This does not include students that have exited the LEP category, even those in a two-year monitored status.

FTE – Counts of the support staff in requested categories reported on an FTE (full-time equivalent) basis. Nurses and aides reported in MOSIS Educator Data are not included here as they and other staff are counted with instructional staff (populated on Screen 18). (*Entered in Core Data – August Cycle.*)

Core Data Screen 15 – Home School/Free and Reduced Lunch

The Federal Programs Headcount is used to collect the number of students ages 5-17 who reside in the district and are eligible for free or reduced lunch documented through the application process using federal eligibility guidelines aligned with the National School Lunch Program or through the direct certification process and used by federal programs. The count is the number as of the last Wednesday in September which is reported in the October Cycle. The data are displayed from the MOSIS Student Core file.

The Home School/Free and Reduced Lunch screen is also used to collect the number of students as of the last Wednesday in January in two additional categories and is reported in the February Cycle.



District:
Year:
Status: OPEN-Cycle is available for data entry.
Location: Core Data Collection - October Cycle - 15 Home School/Free and Reduced Lunch

Home School Students 0

Reported in February Cycle

Federal Programs Head Count taken the last Wednesday in September of children ages 5-17 (as of October 1 of the current school year) who reside in the district and whose eligibility has been documented. Include PK students only if they meet the appropriate age span.

Federal Programs Headcount

Free Lunch
Reduced Lunch
Unreduced Lunch
Total

Populated from MOSIS current cycle

PK Eligible for State Aid Count
Head Count taken of resident students ages 5-18 (as of October 1 of the current school year) who were in grades K-12 that were enrolled on the count day whose eligibility for free and reduced lunch has been documented (or if participating in CEP all students between 5-18 in grades K-12 enrolled on the count day), multiplied by the applicable CEP percentage, then multiplied by 4%.

Free and Reduced Lunch Headcount
CEP Percentage
Calculated Free and Reduced Lunch Headcount
Total Number of PK Students Eligible to be Claimed for State Aid

State FTE (full-time equivalency) count taken the last Wednesday in January of resident students enrolled in grades K-12 and in attendance one of the ten preceding school days and whose eligibility has been documented. Do not include PK students.

| State FTE | District Totals | | Free Lunch | Reduced Lunch | Deseg In Free | Deseg In Reduced | Total |
|-----------|----------------------|-------------|------------|---------------|---------------|------------------|-------|
| Code | Attendance Center | Begin Grade | End Grade | | | | |
| N/A | RESIDENT II STUDENTS | XX | XX | 0.00 | 0.00 | N/A | 0.00 |
| | | | | 0.00 | 0.00 | N/A | 0.00 |
| | | | | 0.00 | 0.00 | N/A | 0.00 |

Populated from MOSIS February Cycle

Email: coredata-mosis@dese.mo.gov

Current User: Last Modified User: Last Modified Date:

Improving Lives through Education

Item Definitions – Screen 15-Home School/Free and Reduced Lunch

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (*page preceding the August Cycle*) for definition of District, Year, Status, Location, and Help.

Home School Students – Number of school-aged children who reside in the district, who have not received a diploma, whose parents or guardians have filed a declaration as provided in Section 167.042, RSMo, indicating they are being home schooled and who do not attend a public, private or parochial school. Children for whom declarations have not been filed as provided in statute should not be included in this count. Schools will receive a distribution of funds for special education services as a result of this count. Declarations of home schooling must be maintained or be accessible by the school to substantiate this count of children. Parents or guardians cannot be required to file a declaration. (*Entered in Core Data – February Cycle.*)

The following items are displayed from the MOSIS Student Core file:

Federal Programs Headcount – Headcount taken the last Wednesday in September of children ages 5-17 inclusive (as of prior October 1) who reside in the district, whose eligibility for free or reduced lunch is documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program, and who do not attend a private or parochial school or are not home schooled. **Report all eligible students regardless of whether or not they actually eat breakfast/lunch.** (*Desegregation students are counted by the district in which the student resides.*)

Free Lunch – Headcount of students documented through the application process using federal eligibility guidelines aligned with the National School Lunch Program or through the direct certification process as eligible for free lunch taken the last Wednesday in September by county of residence who meet age requirement previously described.

*If your district or school is CEP eligible, you need to report all students in that district and/or building as Free Lunch.

Reduced Lunch – Headcount of students documented through the application process using federal eligibility guideline aligned with the National School Lunch Program as eligible for reduced lunch taken the last Wednesday in September by county of residence who meet age requirement previously described.

Unreduced Lunch – Headcount of students not eligible for free or reduced lunch documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program taken the last Wednesday in September by county of residence who meet age requirement previously described.

Total – Total students eligible for free and reduced lunch by county of residence. (*Item is system calculated and displayed.*)

PK Eligible for State Aid Count – Headcount taken of resident students ages 5-18 as of October 1 of the current school year who are in grades K-12 that were enrolled on the count day, the last Wednesday of September, whose eligibility for free and reduced lunch has been documented through the application process using federal eligibility guidelines or through the direct certification process aligned with the National School Lunch Program (or if participating in the Community Eligibility Program [CEP] all students between the ages of 5-18, by October 1, who are in grades K-12 and are enrolled on the count day), multiplied by the applicable CEP percentage (if a CEP district), then multiplied by 4 percent. Students are counted regardless of whether or not they actually eat breakfast/lunch.

Free and Reduced Lunch Headcount – Headcount of resident students ages 5-18, by October 1, in grades K-12 pulled from the October Student Core MOSIS file whose eligibility for free and reduced lunch has been documented through the application process using federal eligibility guidelines or through the direct certification process aligned with the National School Lunch Program (or if participating in CEP all students ages 5-18, by October 1, who are in grades K-12 enrolled on the count day).

CEP Percentage – If a district or charter school that participates in CEP, the district's or charter school's calculated percent of Free and Reduced Lunch State FTE to ADA for the year prior to electing CEP to represent the number of pupils who qualify for free and reduced lunch between the ages of 5-18 by October 1. *(Item is system calculated and displayed.)*

Calculated Free and Reduced Headcount – The calculated free and reduced lunch count, which represents the number of pupils who qualify for free and reduced lunch between the ages of 5 and 18, by October 1, who are in grades K-12 who were enrolled on the count day on the last Wednesday in September. If a non-CEP district, calculated number will be the same as the Free and Reduced Headcount. *(Item is system calculated and displayed.)*

Total Number of PK Students Eligible to be Claimed for State Aid – The calculated Free and Reduced Headcount that is multiplied by 4 percent to equal the maximum headcount of prekindergarten pupils that can be claimed for the Foundation Formula. *(Item is system calculated and displayed.)*

Select School – Click button to display data for the school that is entered in the text box.

Resident II F&RL – Click button to display report of districts reporting Resident II data displayed on screen.

State FTE – Full-time equivalency (FTE) count taken the last Wednesday in January of resident students enrolled in grades K-12 and in attendance one of the 10 preceding school days whose eligibility for free or reduced lunch is documented through the application process using federal eligibility guidelines or through the direct certification process aligned with the National School Lunch Program. (Desegregation students are considered residents of the district in which the students are educated.) **Students are counted regardless of whether or not they actually eat breakfast/lunch.** An eligible student in KA or KP is to be reported as .5 FTE. Students for whom the department does not distribute state aid are not counted, i.e., students in preschool, the Parents as Teachers Program, or state schools. *(Populated from MOSIS – February Cycle.)*


Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

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Core Data Screen 16 – Enrollment, Membership and Summer School

Enrollment headcounts (resident and non-resident students attending the attendance centers) are reported by attendance center, grade, male/female, and racial/ethnic categories. September membership counts by county are also reported in the October Cycle. All data are displayed from the MOSIS Student Core file. *See Exhibit 2 for the definition of each racial/ethnic category.*

January membership counts are reported on this screen by attendance center by grade in the February Cycle. All data are displayed from the MOSIS Student Core file.



District:
Year: Status: OPEN-Cycle is available for data entry.
School: Grade:

Location: Core Data Collection - October Cycle - 16 Enrollment, Membership and Summer School

Save

Populated from MOSIS August Cycle

| Summer School Hours Just Completed (August Cycle) | | | | | | | | | |
|---|---------|----------|-----------|-------|-----------|--|--|--|--|
| | Regular | Deseg In | Fed Lands | Total | Deseg Out | | | | |
| Attendance | | | | | | | | | |
| Membership | | | | | | | | | |
| Attendance Adjustment | | | | | | | | | |
| ESY Hours | | | | | | | | | |

| September Enrollment (October Cycle) | | | | | | | | | | |
|--------------------------------------|-------|-------|----------|-------|--------|------------------|--------------|-------|----------|------------|
| | Black | White | Hispanic | Asian | Indian | Pacific Islander | Multi Racial | Total | Resident | N-Resident |
| Male | | | | | | | | | | |
| Female | | | | | | | | | | |
| Total | | | | | | | | | | |

Resident II Students

Populated from MOSIS current cycle

| September Membership By County (October Cycle) | | | | | | |
|--|-----------|-----------|----------|-----------|-------|-----------|
| County | Full Time | Part Time | Deseg In | Fed Lands | Total | Deseg Out |
| Total | | | | | | |

Resident II Students

Populated from MOSIS February Cycle

| January Membership (February Cycle) | | | | | | |
|-------------------------------------|-----------|-----------|----------|-----------|-------|-----------|
| | Full Time | Part Time | Deseg In | Fed Lands | Total | Deseg Out |
| January Membership | | | | | | |

Save

Email: coredata-mosis@dese.mo.gov

Current User: Last Modified User: Last Modified Date:

Improving Lives through Education

Item Definitions – Screen 16-Enrollment, Membership and Summer School

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (*page preceding the August Cycle*) for definition of District, Year, Status, Location, and Help.

School – Four-digit school number and name of attendance center. (*Select from drop-down list.*)

Grade – Grade level of the attendance center for which data are reported. Valid selections from the drop-down list are PK, PKP, PKA, K, KA, KP, and 1-12. Select “PK or K” for full-day pre-kindergarten or kindergarten, “PKA or KA” for AM pre-kindergarten or kindergarten, or “PKP or KP” for PM pre-kindergarten or kindergarten.

Summer School and Extended School Year (ESY) Hours Just Completed – Actual summer school attendance and membership hours and actual extended school year program attendance hours for students with disabilities as required by the Individualized Education Program (IEP) submitted in the August Cycle. Summer school students should be entered in the grade in which they are enrolled in the current school year (after summer school). ESY hours that are outside of the timeframe and days of the summer school program must be reported under the ESY hours, however, ESY hours running in conjunction with the summer school program can be reported as either ESY hours or summer school hours. (*Populated from MOSIS – August Cycle.*)

September Enrollment – Headcount taken the last Wednesday of September of all resident and non-resident students in grades PK through 12 enrolled in the attendance center. Each student (part-time, full-time, or kindergarten) should be counted as one. Desegregation transfer students are reported as residents of the district in which they attend school. Enrollment for students attending alternative schools and area vocational schools should be reported at the students’ regular school in their home district.

Male Black – Male Black or African American enrollment by grade for attendance center.

Male White – Male White enrollment by grade for attendance center.

Male Hispanic – Male Hispanic or Latino Ethnicity enrollment by grade for attendance center.

Male Asian – Male Asian enrollment by grade for attendance center.

Male Indian – Male American Indian or Alaska Native enrollment by grade for attendance center.

Male Pacific Islander – FTE of Native Hawaiian or Other Pacific Islander male employees in all categories.

Male Multiracial – FTE of Multiracial (Demographic Race Two or More Races) male employees in all categories.

Male TOTAL – Total Male Black or African American, White, Hispanic or Latino Ethnicity, Asian, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and Multiracial (Demographic Race Two or More Races) grade level headcounts entered. (*Item is system calculated and displayed.*)

Male Resident – Male resident enrollment by grade for attendance center. (*Desegregation transfer students are reported as residents of the district in which they attend school.*)

Male N-Resident – Male non-resident enrollment by grade for attendance center.

Female Black – Female Black or African American enrollment by grade for attendance center.

Female White – Female White enrollment by grade for attendance center.

Female Hispanic – Female Hispanic or Latino Ethnicity enrollment by grade for attendance center.

Female Asian – Female Asian enrollment by grade for attendance center.

Female Indian – Female American Indian or Alaska Native enrollment by grade for attendance center.

Female Pacific Islander – FTE of Native Hawaiian or Other Pacific Islander female employees in all categories.

Female Multiracial – FTE of Multiracial (Demographic Race Two or More Races) female employees in all categories.

Female TOTAL – Total Female Black or African American, White, Hispanic or Latino Ethnicity, Asian, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and Multiracial (Demographic Race Two or More Races) grade level headcounts entered. *(Item is system calculated and displayed.)*

Female Resident – Female resident enrollment by grade for attendance center. *(Desegregation transfer students are reported as residents of the district in which they attend school.)*

Female N-Resident – Female non-resident enrollment by grade for attendance center.

Total Sept. Enrollment-Total – Total Male and Female grade level headcounts entered. *(Item is system calculated.)*

Total Sept. Enrollment-Resident – Total Male and Female resident enrollment by grade for attendance center. *(Desegregation transfer students are reported as residents of the district in which they attend school.)*

Total-Sept. Enrollment N-Resident – Total Male and Female non-resident enrollment by grade for attendance center.

September Membership By County – Count of resident students in grades PK-12 taken the last Wednesday in September who are enrolled on the count day **and** in attendance at least one of the 10 previous school days, by grade at each attendance center. PK students included in membership are only the PK students being claimed for state aid. Students attending an alternative school or an area vocational school part of the day and their home school the remainder of the day should be counted as full-time students in the regular school in their home district. To receive full-time credit for special education a kindergarten student whose IEPs call for full-day attendance, report the membership in full-day kindergarten. Membership for Title I extended day kindergarten should not be reported. Part-time students are reported on FTE basis under part-time. For example, a part-time student enrolled four hours in a six-hour day equals 0.67 FTE. Membership of students for whom the home district pays full tuition is counted by the home district. Membership of students for which local tax effort only is paid is not reported by the home district, but is reported by the receiving district. **Membership of students for whom parents have paid tuition is not counted by any district.**

County – Number of county for September membership count is displayed after each line is completed. See *Exhibit 7 for list of county identification numbers.*

Sept. Membership Full Time – Count of resident full-time students *(excluding desegregation students)* taken last Wednesday in September by grade at each attendance center for each county.

Sept. Membership Part Time – Part-time (*FTE basis*) resident membership count (*excluding desegregation students*) taken last Wednesday in September by grade at each attendance center for each county. (*See above example of calculation.*)

Sept. Membership Deseg In – Count (*FTE basis*) of incoming desegregation students taken last Wednesday in September by grade at each attendance center for each county.

Sept. Membership Fed Lands – Count (*FTE basis*) of federal lands students taken last Wednesday in September by grade at each attendance center for each county.

Sept. Membership Total – Total full-time, part-time, deseg in, and fed lands September membership by county. (*Item is system calculated and displayed.*)

Sept. Membership Deseg Out – Count (*FTE basis*) of outgoing desegregation students taken last Wednesday in September by grade at each attendance center for each county.

Total Sept. Membership Full Time – Count of resident full-time students (*excluding desegregation students*) taken last Wednesday in September by grade at each attendance center for each county.

Total Sept. Membership Part Time – Part-time (*FTE basis*) resident membership count (*excluding desegregation students*) taken last Wednesday in September by grade at each attendance center for each county. (*See above example of calculation.*)


Total Sept. Membership Deseg In – Count (*FTE basis*) of incoming desegregation students taken last Wednesday in September by grade at each attendance center for each county.

Total Sept. Membership Fed Lands – Count (*FTE basis*) of federal lands students taken last Wednesday in September by grade at each attendance center for each county.

Total Sept. Membership Total – Total full-time, part-time, deseg in, and fed lands September membership by county. (*Item is system calculated and displayed.*)

Total Sept. Membership Deseg Out – Count (*FTE basis*) of outgoing desegregation students taken last Wednesday in September by grade at each attendance center for each county.

January Membership – Count of resident students in grades PK-12 taken the last Wednesday in January who are enrolled on the count day **and** in attendance at least one of the 10 previous school days, by grade at each attendance center. PK students included in membership are only the PK students being claimed for state aid. Students attending an alternative school or an area vocational school part of the day and their home school the remainder of the day should be counted as full-time students in the regular school in their home district. To receive full-time credit for special education a kindergarten student whose IEPs call for full-day attendance, report the membership in full-day kindergarten. Membership for Title I extended day kindergarten should not be reported. Part-time students are reported on FTE basis under part-time. For example, a part-time student enrolled four hours in a six-hour day equals 0.67 FTE. Membership of students for whom the home district pays full tuition is counted by the home district. Membership of students for which local tax effort only is paid is not reported by the home district, but is reported by the receiving district. **Membership of students for whom parents have paid tuition is not counted by any district.** (*Populated from MOSIS – February Cycle.*)


 – Click button to display list of potential data errors and/or warnings related to data displayed.

Core Data Screen 18 – Educator

The Educator screen is used to report data items about each educator including: (1) personnel requiring a certificate; (2) aides/paraprofessionals, ancillary personnel and parent educators funded by state or federal programs or used to meet classification standards; and (3) administrators involved with instructional programs. Data are selected by entering the Social Security Number or the last name of the educator or by clicking the drop-down list. Information is divided into two portions. The top portion includes race, sex, highest degree, years of experience, extended contract duration, career ladder, regular term salary, extended contract salary, extra duty salary, minimum salary supplement, minimum salary days worked, late hire and early termination dates, and comments. All data are displayed from the MOSIS Educator file.

The bottom portion includes building number, position code, FTE, prorated salary, and career education data. A separate line is displayed for each building, position code, or approved career education position. Each line on the bottom portion of the screen has an associated Screen 20 with at least one course/assignment. Click the >> button to display the associated Course Assignment data (Screen 20). Click the Screen 18 button to return to the associated Educator data (Screen 18).

Specific instructions regarding educator reporting can be found in the following exhibits: Reporting Educators (Exhibit 35), ESEA Federal Programs including Title I (Exhibit 15), Special Education (Exhibit 16), Early Childhood Education (Exhibit 17), Gifted Programs (Exhibit 25), Career Education (Exhibit 27), Supervised Employment (Exhibit 28), and School Age Care/Afterschool (SAC/A) Programs (Exhibit 29).



District:
Year:
Status: OPEN-Cycle is available for data entry.
School: - ALL -
Location: Core Data Collection - October Cycle - 18 Educator

Selection Criteria:
Educator
SSN

Position
Last Name

Prgm-Typ
- ALL -
Search

Certification
Approved Courses

Social Security Number
Name (L,F,M)
Race
Sex
Years Experience Total
Years Experience Missouri
Regular Term Salary
Career Ladder Stage
Extra Duty Salary
Extended Contract Days
Min Salary Supplement
Fiscal Agent
Total Salary:
Total FTE:
Min. Salary Days Worked
Late Hire

Highest Degree
Years Experience District
Career Ladder Supplements
Extended Contract Salary
Total Minutes:
Early Termination

Comments
Email

| 20 | School No/Name | Position | FTE | Salary | Late Start | Early End | *** Career Education Courses Only *** | | | | |
|----|----------------|----------|-----|--------|------------|-----------|---------------------------------------|----------|-----|-----|-----|
| >> | | | | | | | Mth | Prgm-Typ | Lne | CTD | Del |
| | | | | | | | | | | | |
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Email: coredata-mosis@dese.mo.gov

Current User:
Last Modified User:
Last Modified Date:

Improving Lives through Education

Item Definitions – Screen 18-Educator

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (*page preceding the August Cycle*) for definition of District, Year, Status, Location, and Help.

School – Four-digit school number and name of attendance center. (*Select from drop-down list.*)

Educator – Name of educator. (*Select from drop-down list.*) [**Align Educator with Position.**]

Position – Position code of educator's assignments (*see Exhibit 3*). (*Select from drop-down list.*)

Prgm Typ – Program type code of approved career education program (*see Exhibit 9*). (*Select from drop-down list.*)

SSN – Social Security Number of the educator. (*Enter number and press Tab to select educator.*)

Last Name – Last name of the educator. (*Enter name and press Tab to choose initial educator displayed in drop-down list.*)

Search – Click to search for an educator based on selection.

Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

Certification – Click button to display educator's certificate(s).

Approved Courses – Click button to display list of approved career education courses for the district by building and program type.

Social Security Number – Social Security Number of the educator will appear from selection above.

Name (L, F, M) – Last name, first name, and middle initial of educator.

Race – Race of educator (*see Exhibit 2*). (*Select from drop-down list.*)

Sex – Sex of educator (Male, Female). (*Select from drop-down list.*)

Highest Degree – Highest degree of educator (*see Exhibit 8*). (*Select from drop-down list.*)

Years Experience Total – Total number of years' experience educator has in all public school systems including the current year.

Years Experience Missouri – Total number of years' experience educator has in Missouri public school systems including the current year. **To be counted as one year**, the contract must be for at least one half of the week and at least one half of the school year.

Years Experience District – Total number of years' experience educator has in current district including the current year. **To be counted as one year**, the contract must be for at least one half of the week and at least one half of the school year.

Regular Term Salary – Educator's regular term salary (excluding minimum salary supplement) based upon the FTE of an approximate nine-month teaching contract except for administrators (position codes 10 and 20). Administrator's salaries should include all compensation (e.g., base salary, tax sheltered annuities, vehicle allowance, etc.). The salary should correspond with the FTE. (If an educator is employed full-time for a portion of the year, such as seven months, report the salary on the nine-month basis.) Board-paid insurance and other fringe benefits are not included. If a position is filled temporarily by a substitute (position code 60), show the full salary normally paid for that position.

Career Ladder Stage – Career ladder stages (1, 2, or 3) of participating educators. Enter "1" for Stage I, enter "2" for Stage II, enter "3" for Stage III. *(Select from drop-down list.) [Not currently funded by the state.]*

Career Ladder Supplement – Career ladder supplement dollar amount that corresponds to career ladder stage. *(Item is system displayed from dollar amount entered on Screen 02 – District Data.)*

Extra Duty Salary – Salary for all activities that generate additional pay beyond the regular term salary except for extended contract salary and the career ladder and minimum salary supplements. *(Include salary for time outside the regular school day.)*

Extended Contract Days – Number of extra days an educator has contracted to perform services for the district beyond regular contract duration reported on Screen 02 – District Data, if applicable. *(Employees with 12-month contracts may show 260 days minus the regular contract duration.)*

Extended Contract Salary – Extra salary that a teacher, counselor, librarian, or any position except administrator (position codes 10 and 20) receives for working more than a nine-month term.

Min Salary Supplement – Annualized state-paid supplemental salary received by a teacher, counselor, or librarian to bring the salary up to the state minimum salary level.

Baseline Salary Grant – Total salary supplement provided by the Teacher Baseline Salary Grant Program (combined state [70%] and local [30%] share amount). If the prior year salary schedule was utilized for the Baseline Salary Grant, the district or charter must report the salary based on the prior year schedule (after applying the appropriate step and lateral movement) in the regular term salary/salary fields on the MOSIS October Educator Core and School files. The salary amount should match what was submitted in the Baseline Salary Grant application in the Compliance Plan system. *(Item is system calculated and displayed.)*

Fiscal Agent – County-district code number of the fiscal agent. Fiscal agent is the district that provides the salary. The code number 999-999 may be used to represent an agency other than a public school with the name of the agency entered in the Comments area.

Total Salary – Total of regular term salary, extended contract salary, extra duty salary, career ladder supplement, and minimum salary supplement. *(Item is system calculated and displayed.)*

Total FTE – Full-time equivalency is the percent of time an educator is serving in all building locations in the district. The total FTE is the sum of all detail FTEs. *(Item is system calculated and displayed.)*

Total Minutes – Total minutes of all assignments reported for educator on Screen 20 – Course & Assignment.

Min. Salary Days Worked – Total number of contract days worked during the regular term by an educator receiving a minimum salary supplement.

Late Hire – Date (month/day) educator was hired if later than start of regular school term.

Early Termination – Date (month/day) educator terminated services if earlier than end of regular school term.

Comments – Free-form notes used to report district where services are provided if different from reporting district or other non-standard information.

Email – Email address of educator.

DETAIL

20  – Click button to move to Screen 20 for the indicated educator.

School No./Name – Four-digit school number and name of attendance center. *(Select from drop-down list for corresponding educator.)*

Position – Position code of educator's assignment (*see Exhibit 3*). Description of position code is displayed by system. *(Select from drop-down list.)*

FTE – Full-time equivalency is the percent of time an educator works in associated attendance center reported as a decimal. To determine FTE, divide the number of minutes per week spent at each building location by the number of minutes per week required for full FTE (1.00) for that position code according to the standard day length reported on Screen 10 – Calendar Header. Before- or after-school teaching assignments (delivery system H) minutes are reported but are not included in calculating the FTE. *(Total FTE should be less than or equal to 1.00.)*

Salary – Salary educator receives for the associated position and attendance center including only regular term salary and extended contract salary. *(System calculated unless two or more different position codes are entered for educator.)*

Baseline Salary Grant – Total salary supplement provided by the Teacher Baseline Salary Grant Program (combined state [70%] and local [30%] share amount). If the prior year salary schedule was utilized for the Baseline Salary Grant, the district or charter must report the salary based on the prior year schedule (after applying the appropriate step and lateral movement) in the regular term salary/salary fields on the MOSIS October Educator Core and School files. The salary amount should match what was submitted in the Baseline Salary Grant application in the Compliance Plan system. *(Item is system calculated and displayed.)*

Late Start – Date (month/day) assignment started if after start of school.

Early End – Date (month/day) assignment ended if before end of school.

****CAREER EDUCATION COURSES ONLY****

Mth – Total number of months educator is contracted for a career education program. (Note: 180 days equal nine months. Assignments above this that equal four weeks will equal one additional month. If more than two weeks, round up; if two weeks or less, round down. Examples: $9\frac{1}{4} = 9$, $9\frac{1}{2} = 9$, $9\frac{3}{4} = 10$, $10\frac{3}{4} = 11$)

Prgm-Typ – Program type code of approved career education program (*see Exhibit 9*). *(Select from drop-down list.)*

CTD – Career education time devoted. The number of hours a person teaches approved career education classes over the total number of periods taught in a school day (excluding planning time) equals the fraction

of time devoted to the approved program. (Examples: (a) An educator teaches 5 approved classes and has 1 preparatory period. There are 6 periods in the school day. The time devoted to the program is 5 5. (b) An educator spends 3 periods a day in an approved class, 3 periods in a non-reimbursable class, and has 1 preparatory period. There are 7 periods in the school day. The time devoted to this program is 3 6.) *(Item is system calculated and displayed.)*

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Core Data Screen 20 – Course Assignment

The Course Assignment screen contains an educator's course and assignment data, which includes regular instructional or administrative assignments, along with both planning time and travel time between buildings. Items reported include course number, sequence, grade, semester, program code, delivery system, minutes per week, units of credit, and enrollment.

There is a Course Assignment data screen corresponding to each detail line on Screen 18 – Educator. This screen is accessed through Screen 18 by clicking the ">>" button on the appropriate detail line. If more detail lines are required on this screen, click the Add More Lines button.

Specific instructions are provided for ESEA Federal Programs including Title I (Exhibit 15), Special Education (Exhibit 16), Early Childhood Education (Exhibit 17), State Approved Gifted Programs (Exhibit 25), Career Education (Exhibit 27), Supervised Employment (Exhibit 28), and School Age Care/Afterschool (SAC/A) Programs (Exhibit 29).

All data displayed are from the MOSIS Course Assignment file.



District:
Year: Status: OPEN-Cycle is available for data entry.
Location: Core Data Collection - October Cycle - 20 Course Assignment

Selection Criteria:
Educator: Schl: Pos:
SSN: Last Name:


FTE:
Minutes:
Total Minutes:
Highest Degree:
Caseload:

| LINE | COURSE | NUM | NAME | SEQ | GR | S | PR | DS | CC | MINS | CRD | ENR | LATE START | EARLY END | DEL |
|------|--------|-----|------|-----|----|---|----|----|----|------|-----|-----|------------|-----------|-----|
| 1 | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | |

Email: coredata-mosis@dese.mo.gov
Current User:
Last Modified User:
Last Modified Date:
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If approved career education courses are reported, enrollment data by male/female and seven racial/ethnic categories, students with disabilities (IEP), disadvantaged, graduates and adults enrolled are included on this screen (Screen 20-V).

If approved career education courses are **not** reported, the following items are included on each line:
START/END (Screen 20-NV).



District:

Year: **Status:** OPEN-Cycle is available for data entry.

Location: Core Data Collection - October Cycle - 20 Course Assignment

Selection Criteria:
Educator: **Schl:** **Pos:** **Prgm-Typ:**
SSN: **Last Name:**

FTE: **Minutes:** **Total Minutes:** **Highest Degree:** **Lne:** **Mths:** **CTD:** /

| COURSE | | | *** Career Education Courses Only *** | | | | | | | | | | | | | | | | | | | | | | | |
|--------|----------------------|----------------------|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| LINE | NUM | NAME | SEQ | GR | S | PR | DS | CC | MINS | CRD | ENR | M | F | B | W | H | A | I | P | M | H | D | G | A | DEL | |
| 1 | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Email: coredata-mosis@dese.mo.gov

Current User: **Last Modified User:** **Last Modified Date:**

Improving Lives through Education

Item Definitions – Screen 20-Course Assignment

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (*page preceding the August Cycle*) for definition of District, Year, Status, Location, and Help.

Educator – Name of educator. (*Select from drop-down list.*)

Schl – Four-digit school number and name of attendance center. (*Select from drop-down list.*)

Pos – Position code of educator’s assignment. (*Select from drop-down list.*)

Prgm-Typ – Program type code of vocational approved program. (*Select from drop-down list.*)

SSN – Social Security Number of educator. (*Enter number and press Tab to select educator.*)

Last Name – Last name of educator. (*Enter name and press Tab to choose initial educator displayed in drop-down list.*)

FTE – Full-time equivalency is the percent of time educator works in associated attendance center reported as a decimal. (*Displayed from Screen 18 – Educator.*)

Minutes – Total minutes per week of all assignments on this screen. (*Item is system calculated and displayed.*)

Total Minutes – Total minutes per week of all assignments of educator. (*Item is system calculated and displayed.*)

Highest Degree – Highest degree of educator. (*Displayed from Screen 18 – Educator.*)

Mths – Total number of months educator is contracted for a career education program. (*Displayed from Screen 18 – Educator.*)

CTD – Career education time devoted. The number of hours a person teaches approved career education classes over the total number of periods taught in a school day (excluding planning time) equals the fraction of time devoted to the approved program. (Examples: (a) An educator teaches 5 approved classes and has 1 preparatory period. There are 6 periods in the school day. The time devoted to the program is 5 5. (b) An educator spends 3 periods a day in an approved class, 3 periods in a non-reimbursable class and has 1 preparatory period. There are 7 periods in the school day. The time devoted to this program is 3 6.) (*Item is system calculated and displayed.*)

Save – Click button to save all data on screen.

Screen 18 – Click button to return to Screen 18 for the current educator.

Certification – Click button to display educator’s certificate(s).

Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

Add More Lines – Click button to add more lines.

Approved Courses – Click button to display list of approved career education courses for the district by building and program type.

Comments – Free-form notes used to indicate: (1) job titles for Course 887900, (2) course titles for “Other” (xxxx99) courses, (3) supplemental assignment for Course 880000, (4) teachers assisted by an aide/paraprofessional, (5) aide/paraprofessional assisting a teacher, or (6) other non-standard information.

DETAIL

LINE – A sequential number for each line assigned by the system.

COURSE NUM – Course code that identifies assignment (*see Exhibit 10*). Every assignment must be identified by a course code except pre-kindergarten, kindergarten, and elementary classes in self-contained classrooms. If a teacher has more than one grade in a self-contained elementary classroom or is teaching morning and afternoon pre-kindergarten or kindergarten classes, show as separate assignments.

COURSE NAME – Course name abbreviation (*see Exhibit 10*). (*Item is displayed by system.*)

SEQ – Sequence number that identifies the content of courses taught at more than one level (*see Exhibit 11*). If only one level of course content is offered, leave SEQ blank.

GR – Grade level at which curriculum for the specific course is designed to be taught (*see Exhibit 12*). Grade level should reflect the grade at which the course curriculum is meant to be offered; **not necessarily describe the students in the classroom**. For example, if General Science is offered as a ninth grade class, it should be reported as grade nine even though some 10th or 11th grade students may be in the classroom. Conversely, a Physics class offered as a junior level (or third high school year) course that contains advanced standing freshmen and/or sophomores should be coded grade 11 (not grade 13).

S – Semester (blank or 0 – full year, 1 – first semester, 2 – second semester). **Leave blank if this is a full-year course.*

PR – Program code that identifies special funding or approval (*see Exhibit 13*).

DS – Delivery system. Instructional delivery method (*see Exhibit 14*).

CC – The combined class indicator is used to report classes of two or more different subjects or course sequence levels (or grade levels for self-contained elementary classes) that are taught during the same time period by the same teacher. Each set of combined classes is reported with the same combined class indicator number.

MINS – Minutes per week for class/assignment. (Student passing time and Channel One are not included.)

CRD – Credit. Units of high school credit granted for assignment.

ENR – Enrollment. Number of students served in assignment (excluding adult career education students). Report enrollment only in teaching assignments. For PAT enrollment, report number of families served. For ECSE assignments, adjust the enrollment number to reflect end-of-year caseloads in April of each year.

****CAREER EDUCATION COURSES ONLY****

Columns under this heading are related to career education funded courses only. Both adult and secondary students are included. *See Exhibit 2 for the definition of each racial/ethnic category.*

M – Number of male students served in assignment including adults.

F – Number of female students served in assignment including adults.

B – Number of Black or African American students served in assignment including adults.

W – Number of White students served in assignment including adults.

H – Number of Hispanic or Latino Ethnicity students served in assignment including adults.

A – Number of Asian students served in assignment including adults.

I – Number of American Indian or Alaska Native students served in assignment including adults.

P – Number of Native Hawaiian or Other Pacific Islander students served in assignment including adults.

M – Number of Multiracial (Demographic Race Two or More Races) students served in assignment including adults.

H – Number of students with disabilities served in assignment including adults (*see Exhibit 23*).

D – Number of disadvantaged students served in assignment including adults (*see Exhibit 23*).

G – Number of potential graduates (seniors) enrolled in the career education assignment/course.

A – Number of adult students enrolled in the career education assignment/course.

****NON-CAREER EDUCATION ONLY****


LATE START – Date course is added after beginning of school year **or** filled for first time after beginning of school year, **or** an individual replaces original course educator after beginning of school year.

EARLY END – Date course is eliminated prior to end of school year, **or** individual is transferred out of position prior to end of school year leaving position vacant, **or** individual is replaced in position with another individual prior to end of school year.

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Core Data Screen 21 – Educator Vacancy

The Educator Vacancy screen lists the status of vacant elementary and secondary (not adult) educator positions (filled or unfilled) for the current school year.



District:
 Year:
 Status: **OPEN**-Cycle is available for data entry.

Location: Core Data Collection - October Cycle - 21 Educator Vacancy

Did the school district have any educator vacancies for the current school year?

How many of your teachers are involved as mentors in mentoring their peers?

How many of your teachers are involved as mentees being mentored by their peers?

| Administration | Initial Vacant FTE | Number of Applicants | Applicants with Approp. Cert. | Degree of Shortage | FTE Filled with Approp. Cert. | FTE Filled with Less Than Full Cert. | FTE Altered Positions | FTE Still Vacant |
|-----------------------------------|----------------------|----------------------|-------------------------------|----------------------|-------------------------------|--------------------------------------|-----------------------|----------------------|
| Superintendent | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Assistant Superintendent | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Elementary Principal | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Elementary Assistant Principal | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Middle School Principal | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Middle School Assistant Principal | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Secondary Principal | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Secondary Assistant Principal | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Career Education Director | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Special Education Administrator | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Personnel/Pupil Services | Initial Vacant FTE | Number of Applicants | Applicants with Approp. Cert. | Degree of Shortage | FTE Filled with Approp. Cert. | FTE Filled with Less Than Full Cert. | FTE Altered Positions | FTE Still Vacant |
| Counselor - Elementary | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Counselor - Secondary | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| School Psychologist | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| School Psychological Examiner | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| K-12 Certification | Initial Vacant FTE | Number of Applicants | Applicants with Approp. Cert. | Degree of Shortage | FTE Filled with Approp. Cert. | FTE Filled with Less Than Full Cert. | FTE Altered Positions | FTE Still Vacant |
| Art | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| English Language Learners | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Gifted | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Library Media Specialist | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Music - Instrumental | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Health | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Industrial Technology | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Journalism | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Marketing | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Mathematics | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Biology | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Chemistry | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Earth Science | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Physics | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Social Science | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Speech/Theatre | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Technology Education | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| World Languages - French | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| World Languages - Spanish | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| World Languages - German | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| World Languages - Latin | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| World Languages - Other | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Special Education | Initial Vacant FTE | Number of Applicants | Applicants with Approp. Cert. | Degree of Shortage | FTE Filled with Approp. Cert. | FTE Filled with Less Than Full Cert. | FTE Altered Positions | FTE Still Vacant |
| Blind and Low Vision | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Mild/Moderate Cross Categorical | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Deaf and Hard of Hearing | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Early Childhood Special Education | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Severe Developmental Disabilities | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Email: goredata-mosis@deese.mo.gov

Current User: Last Modified User: Last Modified Date:

Improving Lives through Education

Item Definitions – Screen 21-Educator Vacancy

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location, and Help.

Educator Vacancy (Yes/No) – Select “Yes” from drop-down list if district had one or more vacant educator positions (filled or unfilled) for the current year. Select “No” from drop-down list if district had no vacancies in the current school year.

Initial Vacant FTE – Full-Time Equivalent (FTE) positions vacant for current school year. All positions, filled and unfilled, are included.

Number of Applicants – Number of applicants for vacant positions in each certification area.

Applicants with Approp. Cert. – Number of applicants with appropriate certification for vacant positions in each certification area.

Degree of Shortage – Perception of the supply of available teachers as compared with number of positions vacant. Valid entries are the numbers 1 through 5 using the descriptions below:


- 1 – Considerable Surplus** – Many applicants available, inquiries received frequently.
- 2 – Some Surplus** – More applicants than jobs, applicants easy to locate, inquiries received often.
- 3 – Balanced Supply** – Adequate number of available applicants.
- 4 – Some Shortage** – Fewer applicants than positions available.
- 5 – Considerable Shortage** – Applicants very difficult to locate for available positions.


FTE filled with Approp. Cert. – FTE positions filled by applicants with appropriate certification.


FTE filled with Less Than Fully Cert. – FTE positions filled by a substitute teacher.

FTE Altered Positions – FTE positions altered (eliminated or changed to another position, e.g., German instead of French) as the result of an unfilled vacancy.

FTE Still Vacant – FTE positions currently vacant.

 **Save** – Click button to save all data on screen.


 **Edits** – Click button to display list of potential data errors and/or warnings related to data displayed.

 **Submit** – Click button to submit the screen.

Core Data Screen 22 – Sending School Courses & Enrollment

The Sending School Courses & Enrollment screen is used to report units of credit, for classification purposes, by school districts which send students to neighboring districts or colleges for academic, alternative, or career education courses not included in their own curriculum. Students participating in classes through instructional TV are reported as attending the site of the instructor. (Districts which operate an area career center report their resident students enrolled in career education classes on this screen. Career education itinerant programs report students as being sent to the area career center using this screen.) This information will be used to determine the appropriate districts for follow-up on Screen 27. This screen contains the sending school district number/name, sending school building number/name, and receiving school district or college providing instruction number/name. Specific data items relating to course information include course code number, course name, sequence, semester, enrollment, minutes per week, and units of credit. Enrollments of students receiving college credit (dual credit) and instructional site are also reported on this screen.

All data are displayed from the MOSIS Course Assignment and Student Assignment files.



Missouri

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Core Data Collection - October Cycle

District:

Year: **Status:** OPEN-Cycle is available for data entry.

Sending School:

Location: Core Data Collection - October Cycle - 22 Sending School Courses & Enrollment

Receiving Dist/Coll: ☐ With Data

Total Credit: 0

| Course | | Sequence | Semester | Enrollment | Minutes | Credit | Dual Credit | |
|--------|------|----------|----------|------------|---------|--------|-------------|----------|
| Number | Name | | | | | | Site | Students |
| | | 0 | 0 | 0 | 0 | 0 | | 0 |
| | | 0 | 0 | 0 | 0 | 0 | | 0 |
| | | 0 | 0 | 0 | 0 | 0 | | 0 |
| | | 0 | 0 | 0 | 0 | 0 | | 0 |
| | | 0 | 0 | 0 | 0 | 0 | | 0 |
| | | 0 | 0 | 0 | 0 | 0 | | 0 |
| | | 0 | 0 | 0 | 0 | 0 | | 0 |
| | | 0 | 0 | 0 | 0 | 0 | | 0 |
| | | 0 | 0 | 0 | 0 | 0 | | 0 |
| | | 0 | 0 | 0 | 0 | 0 | | 0 |
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| | | 0 | 0 | 0 | 0 | 0 | | 0 |
| | | 0 | 0 | 0 | 0 | 0 | | 0 |
| | | 0 | 0 | 0 | 0 | 0 | | 0 |
| | | 0 | 0 | 0 | 0 | 0 | | 0 |
| | | 0 | 0 | 0 | 0 | 0 | | 0 |
| | | 0 | 0 | 0 | 0 | 0 | | 0 |
| | | 0 | 0 | 0 | 0 | 0 | | 0 |
| | | 0 | 0 | 0 | 0 | 0 | | 0 |

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Current User: **Last Modified User:** **Last Modified Date:**

Improving Lives through Education

Item Definitions – Screen 22-Sending School Courses & Enrollment

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (*page preceding the August Cycle*) for definition of District, Year, Status, Location, and Help.

Sending School – Four-digit number and name of sending high school. (*Select from drop-down list.*)

Total Credit – Total number of credits for sending high school. (*Item is system calculated and displayed.*)

Receiving Dist/Coll – County-district code of the receiving district or six-digit code of college providing instruction. (Refer to MOSIS Code Sets for college codes [here](#).) Name displayed by system. (*Select from drop-down list.*)

With Data – Select to limit Receiving Dist/Coll drop-down list to only those districts that have data entered.

Start at Dist/Coll – Enter six-digit code of receiving district/college and click button to start at specific district or college.

Save – Click button to save all data on screen.

Add More Lines – Click button to add more lines.

Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

Line – A sequential number for each line assigned by the system.

Course Number – Course code that identifies assignment (*see Exhibit 10*).

Course Name – Course name abbreviation (*see Exhibit 10*). (*Item is displayed by system.*)

Sequence – Sequence number that identifies the content level of courses taught at more than one level (*see Exhibit 11*). If only one level of course content is offered, leave SEQ blank.

Semester – Semester (blank or 0 – full year, 1 – first semester, 2 – second semester). **Leave blank if this is a full-year course.*

Enrollment – Number of pupils from sending district served in each course/assignment.

Minutes – Minutes per week for each course/assignment.


Credit – Units of high school credit granted for each course/assignment.

Dual Credit Site – Site at which instruction of college credit (dual credit) course is given. Enter **DIST** if instruction is provided at district attendance center, **COLL** if instruction is provided on college campus, **ITV** if instruction is provided by college through instructional television to students in district classroom, or **ACC** if instruction is provided at an area career center. (*Select from drop-down list.*)

Dual Credit Students – Number of students receiving college and high school credit for course.

Core Data Screen 36 – Kindergarten Readiness

The Kindergarten Readiness screen allows school districts to choose the method used to test kindergarten readiness.

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District:

Year: **Status:** OPEN-Cycle is available for data entry.

Location: Core Data Collection - October Cycle

Kindergarten Readiness: (check only one)

☐ Desired Results Developmental Profile For Kindergarten (DRDP-K Essential)

☐ Kindergarten Observation Form (KOF)

☐ Brigance Inventory of Early Development - III

☐ Other (If Other is marked, please describe in the space provided.)

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Current User:

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Item Definitions – Screen 36-Kindergarten Readiness

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location, and Help.

The instruments listed below are kindergarten entry assessments designed to measure a student's skills and behaviors within the first few weeks of entering kindergarten. Tools that districts use for school readiness should have developmental domains/early learning areas that align with the Missouri Early Learning Standards.

Kindergarten Readiness Options:

- Desired Results Developmental Profile for Kindergarten (DRDP-K Essential)
- Kindergarten Observation Form (KOF)
- Brigance Inventory of Early Development - III
- Other (If Other is marked, please describe in the space provided.)

Save – Click button to save all data on screen.

MOSIS October Student Core

The October Student Core file includes a single record for each student that was enrolled or was a member of a public school district or charter on the last Wednesday in September. All students, pre-kindergarten through grade 12, are reported in the October Student Core file.

The Student Core file collects descriptive data about students, including MOSIS student ID, residency status, membership, enrollment, demographic data, federal program participation (e.g., Title I, special education, LEP/ELL, migrant), federal program headcount (free/reduced lunch status), state program participation, career education information and other program related data.

October Cycle – File Quick Notes

| | |
|----------------------------|-----------------------------|
| Collection Name: | October Student Core |
| Abbreviation: | Student Core (STC) |
| Availability Date: | September 22 |
| Due Date: | October 15 |
| Count Date: | Last Wednesday in September |
| File Pair: | None |
| Collection Version: | 2023Oct1.0StuCore |

Student Core data are used to populate Core Data screens 02 – District Data, 15 – Home School/Free & Reduced Lunch and 16 – Enrollment, Membership & Summer School. *See Exhibit 37 for a detailed Core Data screen crosswalk.*

Reporting Student Core

Generally, the district that is providing instruction reports Student Core records. However, when a public school district pays tuition for a resident student to attend a non-public or private institution, the resident district reports the Student Core record. The residency status for these students is Resident II (R2). *Refer to Exhibit 21 for more information detailing Residency Status.*

October Cycle Student Core Key Data Concepts

- The Student Core file layout is the same for each reporting cycle – October, December, February, April and June – but the fields required may be different.
- All students may be reported in the Student Core file as long as the correct residency status and enrolled on count date information are reported.
- Adults are not reported in the Student Core file. Adult students are students taking adult programs. These programs can be identified by Career Technical Education (CTE) program type ending in 10.
- Pre-kindergarten students should be reported in the Student Core file if pre-K services are provided to the students.
- Resident II students should only be reported by the sending district if the student was sent to a non-public or private institution which does not report data to the department. Students sent to other public schools will be reported by those schools.

Linkages Between Files

Student Core to MOSIS ID: A student's state MOSIS ID and the date of birth in the Student Core file are matched with the MOSIS ID component. If they do not agree, an error message is posted. If your district receives this error, please follow these steps:

1. Verify date of birth.
2. Update MOSIS Data Collection file or MOSIS ID component.
3. If another district has incorrectly changed the date of birth in the ID system, notify them.
4. Contact the department if a resolution cannot be found.

File Layout: October Cycle Student Core

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts and charters what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition, and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found [here](#). Code sets may be referenced in Exhibit 38.

| Student Core – October Cycle | | | | |
|------------------------------|------------------------------|-----|--|-------------------------------------|
| Item | Item Name | Oct | Definition | Code Set |
| 005 | Collection Version | R | Collection version should contain this value '2023Oct1.0StuCore' for the 2023 Student Core October Cycle file layout. | |
| 010 | Current School Year | R | The ending year of the current school year. For example, use '2023' for the 2022-23 school year. | |
| 015 | Attending District Code | R | DESE-assigned six-digit county-district code for the district of attendance. | DESE District Codes |
| 020 | Attending School Code | R | DESE-assigned four-digit school code for the school of attendance. | DESE School Codes |
| 025 | Reporting District Code | R | DESE-assigned six-digit county-district code for the district reporting. | DESE District Codes |
| 030 | Reporting School Code | R | DESE-assigned four-digit school code where the student is being reported from. | DESE School Codes |
| 035 | Resident District Code | R | DESE-assigned six-digit county-district code for the district of residence. E.g., K-8 Resident II student attending high school in a different district would have Resident District Code populated with XXXXXX and the “Attending District Code” populated with YYYYYY representing the district of enrollment. | DESE District Codes |
| 040 | Resident School Code | R | DESE-assigned four-digit school code for the school of residence. | DESE School Codes |
| 045 | Teacher Name (Pre-Code Sort) | O | Used for sort order. Can be teacher/examiner/class name. | |
| 050 | MOSIS Student ID | R | State-assigned student identifier. | |
| 055 | Local Student ID | O | Local student ID maintained by the district. Allows for data to be associated to local systems from DESE source systems. | |
| 060 | Legal Last Name | R | Legal last name. | |
| 065 | Legal First Name | R | Legal first name. | |
| 070 | Legal Middle Name | O | Legal middle name. | |

| Student Core – October Cycle | | | | |
|------------------------------|------------------------------|-----|---|---|
| Item | Item Name | Oct | Definition | Code Set |
| 075 | Legal Name Suffix | O | Legal name suffix. E.g., Jr, Sr. | |
| 080 | Date of Birth | R | Date of birth. | |
| 090 | County | R | County in which the student resides. | County Codes |
| 095 | Student Grade Level | R | Grade level as of the time data is being submitted unless otherwise specified. | Student Grade Level Codes |
| 100 | Gender | R | Gender. | Gender Codes |
| 105 | Race/Ethnicity | R | Pre-defined Race/Ethnic code. | Race Ethnicity Codes |
| 110 | Lunch Status | R | DESE-assigned lunch status code. Indicate whether a student is eligible for free or reduced lunch. | Lunch Status Codes |
| 115 | Gifted | R | Gifted Status of Student. | Gifted Codes |
| 120 | Homeless | R | The primary nighttime residence is the basis for identifying homeless children and youth. Provide code that identifies primary nighttime residence. | Homeless Codes |
| 125 | Migrant | O | A Migrant is a student who has moved across school district boundaries within the preceding 36 months to seek or obtain (or to accompany or join a parent, spouse, or guardian who is seeking to obtain) temporary, seasonal employment in agriculture or fishing, or to work in a beef, poultry, or pork processing plant. | Migrant Codes |
| 130 | In building less than a year | O | Yes = any student who was not enrolled in the building the last Wednesday in September OR was not enrolled in the building during the MAP administration OR was not enrolled in the building at least half of the eligible days between the last Wednesday in September and the MAP administration. | Yes No |
| 135 | In district less than a year | O | Yes = any student who was not enrolled in the district the last Wednesday in September OR was not enrolled in the district during the MAP administration OR was not enrolled in the district at least half of the eligible days between the last Wednesday in September and the MAP administration. | Yes No |
| 140 | Voluntary Transfer Student | O | Designation for students who reside in the St. Louis City school district but who voluntarily enroll in a St. Louis County school district or a student who resides in a St. Louis County school district but attends the St. Louis City school district. The transfer must have been a result of the desegregation settlement agreement. | Yes No |
| 145 | A+ Student | O | Required if student is in grade 09, 10, 11, or 12. DESE-assigned A+ codes that designate if a student is an A+ participant or completer. | APlus Codes |

| Student Core – October Cycle | | | | |
|------------------------------|-------------------------|-----|---|------------------------------------|
| Item | Item Name | Oct | Definition | Code Set |
| 150 | Number of Months in USA | O | This identifies the number of months (cumulative) that an LEP/ELL student has been in the United States as of April 1st for the reporting year. If student has been in the US for 36 or more consecutive months, report 36 for the number of months in USA for them. | |
| 155 | Immigrant | R | Designation for students who are aged 3 through 21, were not born in any state, and have not been attending one or more schools in any one or more states for more than three full academic years. | Immigrant Codes |
| 160 | ELL Primary Language | C | The name of the specific language or dialect that students use to communicate at home. Required if student is reported as ELL/LEP (RCV or NRC). ELL Primary Language Codes can be found at https://dese.mo.gov/data-system-management/core-datamosis . | ISO Language Codes |
| 165 | LEP/ELL | R | DESE-assigned LEP/ELL code set. This code set is used to declare if a student is an English Learner receiving services, English Learner not receiving Title III services due to parent request, first year monitored English Learner, second year monitored English Learner, former English Learner Accountability Year 3, or former English Learner Accountability Year 4. English Learner - In coordination with the state's definition based on Section 8101(20) of the ESEA, as amended by the ESSA, the term 'English learner', when used with respect to an individual, means an individual: (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or a secondary school; (C) (who is i, ii, or iii) (i) who was not born in the United States or whose native languages are languages other than English; (ii) (who is I and II) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who come from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual (who is denied i or ii or iii)[1] (i) the ability to meet the challenging State academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society. Note - To be classified as an English learner, an individual must be A, B, C, and D. For C, an individual can be i, ii, or iii. If C-ii, the individual must be I and II. For D, an individual must be denied i or ii or iii.[2] | LEP Codes |

| Student Core – October Cycle | | | | |
|------------------------------|---|-----|---|---|
| Item | Item Name | Oct | Definition | Code Set |
| 170 | ELL Exit No data are required to be reported in this field. | O | Method used to re-classify the student as non-LEP. No data are required to be reported in this field. | |
| 175 | ELL Exit Test | O | English Proficiency Assessment used to re-classify the student as non-LEP. | LEP ELL Exit Test Codes |
| 180 | ESOL Instructional Model | C | A language instruction educational program (LIEP) is a course in which an English learner is placed in order to develop and attain English proficiency while meeting challenging State academic standards. An LIEP may include instruction in English and a child's native language, and English proficient children may participate in the course if the course is designed to enable all participating children to become proficient in English and a second language (ESEA section 3201(7)). | ESOL Model Codes |
| 185 | Missouri Option Program | O | Student who has or is participating in the Missouri Option Program. | Yes No |
| 190 | H.S. Career Ed Student | O | Designation for students in grades 9-12 who have completed or are currently taking a Career Education course approved by DESE. | HS CareerED Codes |
| 195 | Title I | R | This identifies a student who is receiving Title I services. In a targeted assistance program, only students receiving direct Title I services should be designated. All students in a Title I school wide program should be designated as Title I. If the school building does not receive Title I funds, none of the students in that school building should be designated as Title I. | Yes No |
| 200 | Title III | O | This identifies an ELL student who is receiving services funded through Title III-LEP. | Yes No |
| 205 | Residency Status | R | DESE-assigned residency status code for student being reported, e.g., Resident I, Resident II, Non-Resident. | Resident Status Codes |
| 210 | Membership FTE | C | Required for Resident I, Resident II, Non-Resident, DESEG-In and Federal Land students. Report student's average hours per week divided by total possible hours the student could attend in a week. | |
| 215 | One Prior 10 Day Attendance | C | Required for students with residency status of R1, R2, FL, or DI. Enter "N" if the student attended at least one of the 10 school days prior to the count date. Enter "Y" if the student was absent from all 10 school days prior to the count date. September Membership count date is the last Wednesday in September. January Membership count date is the last Wednesday in January. | Yes No |

| Student Core – October Cycle | | | | |
|------------------------------|--|-----|--|---|
| Item | Item Name | Oct | Definition | Code Set |
| 220 | Enrolled On Count Date | R | Enrolled On Count Date is a flag that designates the student was enrolled on the count date targeted by the cycle. October Cycle count date is the last Wednesday in September. December Cycle count date is December 1. February Cycle count date is the last Wednesday in January. | Yes No |
| 225 | Enrolled All Year | O | Enrolled All Year flag indicates the student was enrolled in the district since the last Wednesday in September until the final day of the school year. | Yes No |
| 230 | First Year Freshman | O | Required for students in grade nine. Designates the current school year as the student's first high school freshman year. Only report for grade nine students. | Yes No |
| 235 | GPA | O | Required if student is in grade nine or 10. Student's annual non-cumulative Grade Point Average (GPA). GPA can be reported with three decimal places. | |
| 240 | GPA Scale | O | Required if student is in grade nine or 10. Grading scale (11 or 4) used by the district attended by the student. | GPAScale Codes |
| 245 | 8th Grade Tech Literacy No data are required to be reported in this field. | O | Student meets or exceeds ESEA eighth grade technology literacy requirements. No data are required to be reported in this field. | Tested Codes |
| 250 | Aerobic Capacity | O | Not reported in this cycle. DESE-assigned fitness test code representing scoring results as measured through administration of (1) the PACER (Progressive Aerobic Cardiovascular Endurance Run) or (2) one mile run/walk. | Physical Fit Assessment Codes |
| 255 | Abdominal Strength | O | Not reported in this cycle. DESE-assigned fitness test code representing scoring results as measured through administration of (1) curl-up test (one minute), (2) curl-up test (cadence), or (3) partial curl-ups. | Physical Fit Assessment Codes |
| 260 | Upper Body Strength | O | Not reported in this cycle. DESE-assigned fitness test code representing scoring results as measured through administration of (1) push-ups, (2) pull-ups, (3) modified pull-ups, or (4) flexed arm hang. | Physical Fit Assessment Codes |
| 265 | Flexibility | O | Not reported in this cycle. DESE-assigned fitness test code representing scoring results as measured through administration of (1) sit and reach, (2) back-saver sit and reach or (3) V-sit reach. | Physical Fit Assessment Codes |
| 270 | IEP Disability | R | Report most dominant disability. | Disability Codes |
| 275 | MAP-Alternate | R | Designations for a student whose IEP team has determined that the student is eligible for the MAP Alternate (MAP-A) Assessment. | Yes No |
| 280 | Special Education Placement | O | Required for students with an IEP. Code that identifies special education placement category. | SPED Placement Codes |

| Student Core – October Cycle | | | | |
|------------------------------|------------------------------------|-----|---|--|
| Item | Item Name | Oct | Definition | Code Set |
| 285 | SPED Program Exit Code | O | Code that identifies status of exiter using Special Education exit categories. | SPED Program Exit Codes |
| 286 | Truant | O | Required for all students except grade PK. Truant student has 10 or more cumulative days of unexcused absence from the school district. Days of absence must be unique; do not count absence from two separate buildings in one day as two days of unexcused absence. | Yes No |
| 288 | Supplemental Education Service | O | Identify if a student is eligible, has been offered, applied for but was denied, or received Supplemental Educational Services (SES). Supplemental educational services provide additional academic instruction designed to increase the academic achievement of low-income students in Title I schools in their second and subsequent years of school improvement, corrective action or restructuring. These services by DESE approved providers include academic assistance through tutoring that are consistent with the content and instruction used by the local educational agency (LEA) and are aligned with the state's academic content standards. Supplemental educational services must be provided outside of the regular school day. | Supple ED Services Codes |
| 290 | Career Cluster | O | Required for secondary career education students who are identified as Perkins Participants or Concentrators (please review the HS Career Ed code set for the definition of a Concentrator). 16 Career Education clusters used by DESE to identify the primary career education path. | CTE Cluster Codes |
| 292 | Nontraditional Student (Secondary) | O | Required for secondary career education students. Classification is defined as persons entering a career education training program or occupation nontraditional to their gender. An enrollment of 75% of one gender is considered traditional. | Yes No |
| 294 | Single Parent (Secondary) | O | Required for secondary career education students. Classification is defined as an individual who is unmarried or separated from their spouse and is pregnant or has sole or joint custody of a minor child or children. | Yes No |
| 296 | Displaced Homemaker (Secondary) | O | Required for secondary career education students. Classification is defined as an individual who has worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills; or has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest dependent child will become ineligible to receive assistance under social security; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. | Yes No |

| Student Core – October Cycle | | | | |
|------------------------------|---------------------------------|-----|---|--|
| Item | Item Name | Oct | Definition | Code Set |
| 298 | CTE Technical Skills Attainment | O | Required for secondary, postsecondary, and adult career technical education (CTE) students identified as Perkins Concentrators. Provide the Technical Skill Attainment result or circumstance associated with the students' technical assessment. | CTE TSA Testing Codes |
| 300 | K-8 Graduate District Code | C | Required for grade nine and 10 non-resident students who graduated eighth grade from a K-8 district. DESE six-digit district code of the K8 district from which the student graduated eighth grade and has remained a resident of the K-8 district. | K-8 District Codes |
| 302 | ECO Entry Date | O | Date of entry into ECSE program. | |
| 304 | ECO Entry Indicator 1 | O | Rating at entry into ECSE for Positive social-emotional skills. | ECO Indicator Codes |
| 306 | ECO Entry Indicator 2 | O | Rating at entry into ECSE for Acquisition and use of knowledge and skills. | ECO Indicator Codes |
| 308 | ECO Entry Indicator 3 | O | Rating at entry into ECSE for Use of appropriate behaviors to meet needs. | ECO Indicator Codes |
| 310 | ECO Exit Date | O | Date of exit from ECSE program. | |
| 312 | ECO Exit Indicator 1 | O | Rating at exit from ECSE for Positive social-emotional skills. | ECO Indicator Codes |
| 314 | ECO Exit Indicator 2 | O | Rating at exit from ECSE for Acquisition and use of knowledge and skills. | ECO Indicator Codes |
| 316 | ECO Exit Indicator 3 | O | Rating at exit from ECSE for Use of appropriate behaviors to meet needs. | ECO Indicator Codes |
| 318 | CTE Program Code | O | The Career Education program where the student's main concentration is. Career Education program code. Exhibit 9 in Core Data Manual. | CTE Program Codes |
| 320 | Title III LEP | C | Conditional and required if LEPELL is RCV. Collects if the LEP student was Title III funded. Codes (TF) Title III Funded, (NF) Not Title III Funded, (NE) Not Eligible for Funding. | Title 3 Fund Codes |
| 321 | Title III Immigrant | C | Conditional and required if Immigrant is RCV. Collects if the immigrant was Title III funded. Codes (TF) Title III Funded, (NF) Not Title III Funded, (NE) Not Eligible for Funding. | Title 3 Fund Codes |
| 322 | First Freshman Year | O | Report the four digit school year in which the student first attended the ninth grade for students not previously enrolled in a Missouri public school district in grades 09, 10, 11, 12. | |
| 323 | Zip Code | R | Five- or nine-digit Postal Zip Code for the primary residence of the student. | |
| 324 | Industry Recognized Credential | N | The department-approved industry-recognized credential/certification received by student. | Industry Recognized Credential Codes |

| Student Core – October Cycle | | | | |
|------------------------------|------------------------|-----|---|--------------------------------------|
| Item | Item Name | Oct | Definition | Code Set |
| 325 | Military | R | Consistent with the Every Student Succeeds Act (ESSA), and 10 U.S.C 101(a)(4) and 101(d)(1), and 101(d)(5). An indication that the student has a parent or guardian that is a member of the Armed Forces on active duty or on full-time National Guard duty. | Military Codes |
| 326 | MPP | C | Student is participating in the district's Missouri Preschool Program. Required for PK students in districts with an approved Missouri Preschool Program. | Yes No |
| 327 | Foster Care | R | Report as of time of submission. Consistent with the Fostering Connections Act, “foster care” means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and preadoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the state, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made. (45 C.F.R. § 1355.20(a)). | Yes No |
| 328 | PK Eligible State Aid | R | Required if an eligible district has selected the PK student to have attendance hours claimed for state aid. PK student must meet all required criteria for eligibility (163.018.1, RSMo). Maximum PK students selected not to exceed 4% of the district’s 5-18 year old FRL population. | Yes No |
| 329 | Kindergarten Readiness | C | Child has overall age-appropriate skills and behaviors that indicates the child is ready for kindergarten. (This should not be used to determine if the child is eligible for kindergarten.) | Yes No Unknown Codes |
| 330 | High Need Student | N | An IEP student whose educational costs exceed three times the LEA’s current expenditure per Average Daily Attendance (ADA). | Yes No |
| 331 | Dyslexia | O | Universal screening for reading/dyslexia risk factors is required yearly for students in grades K-3. | Dyslexia Codes |

| Student Core – October Cycle | | | | |
|------------------------------|-------------------------|-----|--|---|
| Item | Item Name | Oct | Definition | Code Set |
| 332 | Neglected or Delinquent | O | Institutions for neglected children and youth are public or private residential facilities, other than a foster home, that operate primarily for the care of children and youth who have been committed to the institution or voluntarily placed in the institution under applicable state law due to (1) abandonment; (2) neglect; or (3) death of their parents or guardians and have had an average length of stay in the institution of at least 30 days. Institutions for delinquent children and youth are public or private residential facilities, other than a foster home, that operate primarily for the care of children and youth who have been adjudicated delinquent or in need of supervision and have had an average length of stay in the institution of at least 30 days. | Neglected or Delinquent Codes |
| 333 | CTE Certificate | O | Only CTE Concentrators (with 3 credits in a program of study) that graduate and meet all of the criteria set forth by the State Board of Education are eligible to receive a CTE Certificate. Report Yes for students receiving the certificate. | Yes No |
| 334 | Instruction Method | R | Report the predominant instruction method for the student based on the reporting period of time. The October collection reflects the beginning of the school year until the October collection date. The February collection reflects the period from October through the February collection date. The June collection reflects the period from February through the end of the school year. | Instruction Method Codes |
| 335 | Internet Access | R | Report if the student has internet access available for educational purposes at home. | Yes No Unknown Codes |
| 336 | Device Access | R | Report if a student has access to a device for educational purposes to use at home. | Yes No Unknown Codes |
| 337 | PK Replacement ID | O | Report the MOSIS ID for the PK, PKA, PKP student already claimed for state aid that this PK, PKA, PKP student is replacing. | |
| 338 | Stackable Credential 1 | N | Department-approved series of aligned, recognized, preferred, and/or required credentials (stackable) within an industry or sector that support an individual's ability to obtain related, career employment. Two stackable credentials will equate to one IRC. | Stackable Credential Codes |
| 339 | Stackable Credential 2 | N | Department-approved series of aligned, recognized, preferred, and/or required credentials (stackable) within an industry or sector that support an individual's ability to obtain related, career employment. Two stackable credentials will equate to one IRC. | Stackable Credential Codes |

| Student Core – October Cycle | | | | |
|------------------------------|----------------------------------|-----|---|---|
| Item | Item Name | Oct | Definition | Code Set |
| 340 | ICAP | O | A plan of student to guide students through coursework and activities for achieving personal career goals, postsecondary planning, and providing individual pathway options. The ICAP is a multi-year process beginning no later than eighth grade that intentionally guides students and families in the exploration of career, academic and multiple postsecondary opportunities. | Yes No |
| 341 | ICAP Review | O | The student's personal plan of study, is reviewed regularly by school personnel and the student's parent/guardian. The review includes the sequence of courses and experiences that prepare a student to reach his or her postsecondary goals. | Yes No |
| 342 | Seal of Biliteracy | N | Missouri Seal of Biliteracy (SoBL) and Distinguished Missouri Seal of Biliteracy is awarded to graduating high school students in districts or charters with an approved DESE program who have demonstrated achievement in English, a Language Other Than English (LOTE) and sociocultural Competence. | Yes No |
| 343 | Seal of Biliteracy Language 1 | N | Student shows a high level of achievement in English and an intermediate level of proficiency in another language as outlined in the Missouri Seal of Biliteracy: Implementation Guide (https://dese.mo.gov/media/pdf/curr-eld-sobl-implementation-guide). | Seal of Biliteracy Language Codes |
| 344 | Seal of Biliteracy Language 2 | N | Student shows a high level of achievement in English and an intermediate level of proficiency in another language as outlined in the Missouri Seal of Biliteracy: Implementation Guide (https://dese.mo.gov/media/pdf/curr-eld-sobl-implementation-guide). | Seal of Biliteracy Language Codes |
| 345 | Seal of Biliteracy Language 3 | N | Student shows a high level of achievement in English and an intermediate level of proficiency in another language as outlined in the Missouri Seal of Biliteracy: Implementation Guide (https://dese.mo.gov/media/pdf/curr-eld-sobl-implementation-guide). | Seal of Biliteracy Language Codes |
| 346 | Associate Degree | O | Degree earned after completing two years of study at a junior college, college, or university. Courses must be offered by approved institutions for dual credit/dual enrollment. | Yes No |
| 347 | Associate Degree Institution | O | Institution awarding associate degree. | Approved Dual Credit Codes |
| 348 | KG Physical Well-being and Motor | C | Report yes, no, or unknown as to whether the child has age-appropriate physical abilities, including gross and fine motor skills. | Yes No Unknown Codes |

| Student Core – October Cycle | | | | |
|------------------------------|------------------------------------|-----|--|--------------------------------------|
| Item | Item Name | Oct | Definition | Code Set |
| 349 | KG Social and Emotional | C | Report yes, no, or unknown as to whether the child has age-appropriate behaviors, including the ability to express emotions, build relationships with adults and peers, develop a sense of personal identity, and work cooperatively with others. | Yes No Unknown Codes |
| 350 | KG Cognition and General Knowledge | C | Report yes, no, or unknown as to whether the child has age-appropriate thinking and problem-solving skills as well as knowledge about particular objects and the way the world works, including mathematical knowledge, abstract thought, and imagination. | Yes No Unknown Codes |
| 351 | KG Approaches Toward Learning | C | Report yes, no, or unknown as to whether the child has age-appropriate use of skills and knowledge, including curiosity, creativity, confidence, persistence, and initiative. | Yes No Unknown Codes |
| 352 | KG Language and Literacy | C | Report yes, no, or unknown as to whether the child has age-appropriate communication skills such as listening, speaking, and phonological awareness as well as early literacy skills for print awareness, story sense, early writing, and the connection of letters to sounds. | Yes No Unknown Codes |
| 353 | On Track to Graduate | O | Based on the student's ICAP, the student is making expected progress toward meeting graduation requirements. | Yes No |
| 354 | Credits Earned | C | Required to be reported for students in grades 9, 10, 11, and 12. The cumulative credits earned toward meeting graduation requirements at this time. | |

MOSIS October Educator Core

The October Educator Core file along with the October Educator School file make up the October Educator Collection. Together these files collect educator salary, degree, FTE, and position information.

The October Educator Core file requires a single record for every educator in the district or charter and is used to report data items about each educator including:

- (1) personnel requiring a certificate;
- (2) aides/paraprofessionals, ancillary personnel, and parent educators funded by state or federal programs or used to meet classification standards; and
- (3) administrators involved with instructional programs. Data include Social Security Number, name, race, sex, highest degree, years of experience, extended contract duration, career ladder, regular term salary, extended contract salary, extra duty salary, minimum salary supplement, minimum salary days worked, late hire and early termination dates, and comments.

Educator Core data are used to populate Core Data Screen 18 – Educator. *See Exhibit 37 for a detailed Core Data screen crosswalk.*

Reporting Educator Core Records

The district and school where the educator provides instruction or services will report Educator Core records. Educator Core records for ITV classes are reported by the district which offers the ITV classes. When ITV classes are offered by a college or university, only the assignment records are reported by the district where students receive ITV instruction. (Courses taught via ITV with a community college would be an illustration of this scenario.) *Scenarios can be found in Exhibit 26.*

Linkages Between Files

The Educator Core and Educator School files are collected together as the Educator Collection. Records in the Educator Core and Educator School files also are linked to the records in the October Course Assignment and the Student Assignment files that are submitted. Every educator for whom there is an Educator School file and Course Assignment file must have a file in the Educator Core. For example, if the Student Assignment file has a record containing the course that a student is taking there must be (1) a matching record in the Course Assignment file, (2) a matching record of an educator teaching that course in the Educator School file, and (3) a matching record of an educator in the district Educator Core file.

October Cycle – File Quick Notes

| | |
|----------------------------|-----------------------|
| Collection Name: | October Educator |
| Abbreviation: | Educator Core (EDC) |
| Availability Date: | September 22 |
| Due Date: | October 15 |
| File Pair: | Educator School (EDS) |
| Collection Version: | 2023Oct1.0EdCore |

The following table shows the key data used to link the Educator Core, Educator School, Course Assignment and Student Assignment files together.

| Educator Submission | | | | Assignment Submission | | |
|-----------------------------|---|-----------------------------|---|-----------------------------|---|-----------------------------|
| Educator Core Key | | Educator School Key | | Course Assignment Key | | Student Assignment Key |
| EDC Current School Year | = | EDS Current School Year | = | CRS Current School Year | = | STA Current School Year |
| EDC Reporting District Code | = | EDS Reporting District Code | = | CRS Reporting District Code | = | STA Reporting District Code |
| EDC EDSSN | = | EDS EDSSN | = | CRS EDSSN | = | STA EDSSN |
| | | EDS Reporting School Code | = | CRS Reporting School Code | = | STA Reporting School Code |
| | | EDS CTE Program Type | = | CRS CTE Program Type | = | STA CTE Program Type |
| | | EDS Position Code | = | CRS Position Code | = | STA Position Code |
| | | | | CRS Assignment Number | = | STA Assignment Number |
| | | | | | | STA State ID |

File Layout: October Cycle Educator Core

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts and charters what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition, and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found [here](#). Code sets may be referenced in Exhibit 38.

| Educator Core – October Cycle | | | | |
|-------------------------------|----------------------------|-----|--|--------------------------------------|
| Item | Item Name | Oct | Definition | Code Set |
| 005 | Collection Version | R | Collection version should contain this value '2023Oct1.0EdCore' for the 2023 Educator Core October Cycle file layout. | |
| 010 | Current School Year | R | The ending year of the current school year. For example, use '2023' for the 2022-23 school year. | |
| 025 | Reporting District Code | R | DESE-assigned six-digit county-district code for the district reporting. | DESE District Codes |
| 050 | ED SSN | R | Social Security Number. Format allowed '999999999'. | |
| 060 | ED Legal Last Name | R | Legal last name. | |
| 065 | ED Legal First Name | R | Legal first name. | |
| 070 | ED Legal Middle Name | O | Legal middle name. | |
| 075 | ED Legal Name Suffix | O | Legal name suffix. | |
| 080 | ED Date of Birth | O | Date of birth as appears on certificate of birth. | |
| 100 | ED Gender | R | Gender. | Gender Codes |
| 105 | ED Race/Ethnicity | R | Pre-defined Race/Ethnic code. | Race Ethnicity Codes |
| 110 | ED Email | O | Educator email address. | |
| 120 | Extended Contract Duration | C | Number of extra days an educator has contracted to perform services for district beyond regular contract duration reported on District Data (Screen 02), if applicable. (Employees with 12-month contracts may show 260 days minus the regular contract duration.) | |
| 130 | Extended Contract Salary | C | Extra salary that teacher, counselor, librarian, or any position except administrator (Position Codes 10 and 20) receives for working more than a nine-month term. | |

| Educator Core – October Cycle | | | | |
|-------------------------------|--------------------------------|-----|--|---|
| Item | Item Name | Oct | Definition | Code Set |
| 140 | Regular Term Salary | R | Educator's regular term salary (excluding minimum salary supplement); based upon the FTE of an approximate nine-month teaching contract except for administrators (Position Codes 10 and 20). Administrators' salaries should include all compensation (e.g., base salary, tax sheltered annuities, vehicle allowance, etc.). The salary should correspond with the FTE. (If an educator is employed full-time for a portion of the year, such as seven months, report the salary on the nine-month basis.) Board-paid insurance and other fringe benefits are not included. If a position is filled temporarily by a substitute (Position Code 60), show the full salary normally paid for that position – paid insurance and other fringe benefits are not included. | |
| 150 | Extra Duty Salary | C | Salary for all activities that generate additional pay beyond the regular term salary except for extended contract salary and the career ladder and minimum salary supplements. (Include salary for time outside the regular school day.) If a teacher receives additional pay above the salary schedule through an Incentive Grant project, the extra pay is reported as Extra Duty Salary. If a teacher's entire salary is paid from an Incentive Grant, this pay is reported as "Regular Term Salary," except for after-school assignments that are reported as Extra Duty Salary. | |
| 160 | Min. Salary Supplement | C | Annualized state-paid supplemental salary received by a teacher; counselor; or librarian to bring the salary up to the state minimum salary level. | |
| 170 | Career Ladder Stage | C | Career ladder stages (1, 2, or 3) of participating educators. Enter 1 for Stage I; enter 2 for Stage II; enter 3 for Stage III. | Educator Career Ladder Stages |
| 180 | Highest Degree | R | Highest degree of educator. | Educator Highest Degree |
| 190 | Public School Years - District | R | Total number of years' experience of educator in current district including the current year. To be counted as one year, the contract must be for at least one half of the week and at least one half of the school year. | |
| 195 | Public School Years - Missouri | R | Total number of years' experience of educator in Missouri public school systems including the current year. To be counted as one year, the contract must be for at least one half of the week and at least one half of the school year. | |
| 200 | Public School Years - Public | R | Total number of years' experience of educator in all public school systems including the current year. | |
| 210 | Late Hire Date | C | Date (month/day) educator was hired if later than start of regular school term else null. | |
| 220 | Early Termination Date | C | Date (month/day) educator terminated services if earlier than end of regular school term else null. | |

| Educator Core – October Cycle | | | | |
|-------------------------------|------------------------------------|-----|---|---|
| Item | Item Name | Oct | Definition | Code Set |
| 230 | ED Comments | C | Free-form notes used to indicate (1) job titles for Course 887900, (2) course titles for "Other" (xxxx99) courses, (3) supplemental assignment for Course 880000, (4) teachers assisted by an aide, (5) aides assisting a teacher or (6) other nonstandard information. | |
| 240 | Fiscal Agent County District | R | County-district code number of the fiscal agent. (Fiscal agent is the district that provides the salary.) The code number 999-999 may be used to represent an agency other than a public school with the name of the agency entered in the "Comments" area. | Fiscal Agent District Codes |
| 250 | Min. Salary Days Worked | C | Total number of contract days worked during the regular term by an educator receiving a minimum salary supplement. | |
| 260 | Baseline Salary Grant | O | Total salary amount provided by the Teacher Baseline Salary Grant Program (report state [70%] and local [30%] share combined). | |

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MOSIS October Educator School

The October Educator School file requires a single record for every position an educator serves in a school. This file collects one or more records for each building in the district or charter that the educator has a position code or approved career education position.

The October Educator School file is related to the Educator Core file in that if an educator is reported in the Educator School file that educator must exist in the district's Educator Core file.

October Cycle – File Quick Notes

Collection Name: October Educator
Abbreviation: Educator School (EDS)
Availability Date: September 22
Due Date: October 15

File Pair: Educator Core (EDC)
Collection Version: 2023Oct1.0EdSchool

Educator School data are used to populate Core Data screens 18 – Educator and 20 – Course & Assignment. See *Exhibit 37 for a detailed Core Data screen crosswalk.*

Reporting Educator School Records

The district and school where the educator provides instruction or services will report Educator School records. Educator School records for instructional television (ITV) classes are reported by the district which offers the ITV classes. When ITV classes are offered by a college or university, only the assignment records are reported by the district where students receive ITV instruction. (Courses taught via ITV with a community college would be an illustration of this scenario.) *Scenarios can be found in Exhibit 26.*

Remember: Do not report any educator SSN information in the Course Comment field, as the comment will be displayed in full on the Staff Assignment Report.

Linkages Between Files

The Educator Core and Educator School files are collected together as the Educator Collection. Records in the Educator Core and Educator School files are also linked to the records in the October Course Assignment and the Student Assignment files that are submitted.

Every record in the Educator School file must have a match to a record in the Educator Core file. These fields/keys are also used for matching records in the Assignment Collections.

The table under this heading in the previous Educator Core section shows the key data used to link the Educator Core, Educator School, Course Assignment, and Student Assignment files together.

File Layout: October Cycle Educator School

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts and charters what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition, and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found [here](#). Code sets may be referenced in Exhibit 38.

| Educator School – October Cycle | | | | |
|---------------------------------|-------------------------|-----|---|--|
| Item | Item Name | Oct | Definition | Code Set |
| 005 | Collection Version | R | Collection version should contain this value '2023Oct1.0EdSchool' for the 2023 Educator School October Cycle file layout. | |
| 010 | Current School Year | R | The ending year of the current school year. For example, use '2023' for the 2022-23 school year. | |
| 025 | Reporting District Code | R | DESE-assigned six-digit county-district code for the district reporting. | DESE District Codes |
| 030 | Reporting School Code | R | DESE-assigned four-digit school code where the educator is being reported from. | DESE School Codes |
| 050 | ED SSN | R | Social Security Number. Format allowed '999999999'. | |
| 060 | Legal Last Name | O | Legal last name. | |
| 065 | Legal First Name | O | Legal first name. | |
| 070 | Position Code | R | Position code of educator's assignment. | Position Codes |
| 080 | CTE Program Type | C | Program type code of CTE approved program else null. | CTE Program Type Codes |
| 090 | FTE | R | Full-time equivalency--the percent of time educator works in associated attendance center reported as a decimal. | |
| 100 | Salary | R | Salary educator receives for the associated position and attendance center including only regular term salary and extended contract salary. | |
| 110 | CTE Month | C | Total number of months educator is contracted for a CTE program else null. | |
| 120 | Late Start Date | C | Date position is added after beginning of school year or filled for first time after beginning of school year or an individual replaces original educator after beginning of school year else null. | |
| 130 | Early End Date | C | Date position is eliminated prior to end of school year or individual is transferred out of position prior to end of school year (leaving position vacant) or individual is replaced in position with another individual prior to end of school year else null. | |
| 140 | Course Comment | C | Free-form notes such as teachers assisted by an aide or aides assisting a teacher. | |
| 150 | Baseline Salary Grant | O | Salary amount provided by the Teacher Baseline Salary Grant Program (report state [70%] and local [30%] share combined). | |

MOSIS October Course Assignment

The October Course Assignment file requires a record for each position or assignment in each district school or central office. This file collects assignments for the entire regular school year and contains an educator's identifier and assignment data including regular instructional or administrative assignments, planning time and travel time between buildings, course number, sequence, grade, semester, program code, delivery system, minutes per week, and units of credit.

October Cycle – File Quick Notes

| | |
|----------------------------|--------------------------|
| Collection Name: | October Assignment |
| Abbreviation: | Course Assignment (CRS) |
| Availability Date: | September 22 |
| Due Date: | October 15 |
| File Pair: | Student Assignment (STA) |
| Collection Version: | 2023Oct1.0CrAssign |

All courses planned for each semester session in the school year should have a Course Assignment record, not just those planned for the beginning of the school year. Changes and additions to courses can be made during the school year by resubmitting the files.

The October Course Assignment file along with the October Student Assignment file makes up the October Assignment Collection. Together these files collect the assignments and data needed to determine the enrollment counts.

October Course Assignment data are used to populate portions of Core Data screens 18 – Educator, 20 – Course & Assignment and 22 – Sending School Courses & Enrollment. *See Exhibit 37 for a detailed Core Data screen crosswalk.*

Reporting Course Assignment Data

The district and school where the educator provides instruction or services will report Course Assignment records. Course Assignment records for ITV classes are reported by the district which offers the ITV classes. When ITV classes are offered by a college or university, only the assignment records are reported by the district where students receive ITV instruction. (Courses taught via ITV with a community college would be an illustration of this scenario.) *Scenarios can be found in Exhibit 26.*

Remember: Do not report any educator SSN information in the Assignment Comment field, as the comment will be displayed in full on the Staff Assignment Report.

Linkages Between Files

The Course Assignment and Student Assignment files are collected together as the Assignment Collection. For the October Cycle, the Course Assignment and the Student Assignment files are linked to the records in the October Educator Core and Educator School submitted files.

Every record, except dual credit classes on a college campus, in the Course Assignment file must have a match to a record in the Educator School file. The Student Course Assignment keys are matched against the Educator Course Assignment keys.

The following table shows the key data used to link the Educator Core, Educator School, Course Assignment, and Student Assignment files together.

| Educator Submission | | | | Assignment Submission | | |
|-----------------------------|---|-----------------------------|---|-----------------------------|---|-----------------------------|
| Educator Core Key | | Educator School Key | | Course Assignment Key | | Student Assignment Key |
| EDC Current School Year | = | EDS Current School Year | = | CRS Current School Year | = | STA Current School Year |
| EDC Reporting District Code | = | EDS Reporting District Code | = | CRS Reporting District Code | = | STA Reporting District Code |
| EDC EDSSN | = | EDS EDSSN | = | CRS EDSSN | = | STA EDSSN |
| | | EDS Reporting School Code | = | CRS Reporting School Code | = | STA Reporting School Code |
| | | EDS CTE Program Type | = | CRS CTE Program Type | = | STA CTE Program Type |
| | | EDS Position Code | = | CRS Position Code | = | STA Position Code |
| | | | | CRS Assignment Number | = | STA Assignment Number |
| | | | | | | STA State ID |

File Layout: October Cycle Course Assignment

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition, and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found [here](#). Code sets may be referenced in Exhibit 38.

| Course Assignment – October Cycle | | | | |
|-----------------------------------|-------------------------|-----|---|--|
| Item | Item Name | Oct | Definition | Code Set |
| 005 | Collection Version | R | Collection version should contain this value '2023Oct1.0CrsAssign' for the 2023 Course/Assignment October Cycle file layout. | |
| 010 | Current School Year | R | The ending year of the current school year. For example, use '2023' for the 2022-23 school year. | |
| 025 | Reporting District Code | R | DESE-assigned six-digit county-district code for the district reporting. | DESE District Codes |
| 030 | Reporting School Code | R | DESE-assigned four-digit school code where the student is being reported from. | DESE School Codes |
| 050 | ED SSN | C | Required if the Reporting and Receiving district are the same or if there is no Receiving district. Educator Social Security Number. Formats allowed '999999999'. | |
| 060 | Educator Last Name | O | Educator's legal last name. | |
| 065 | Educator First Name | O | Educator's legal first name. | |
| 070 | Position Code | R | Position code of educator's assignment. | Position Codes |
| 080 | CTE Program Type | C | Program type code of CTE approved program. | CTE Program Type Codes |
| 090 | Assignment Number | R | The number used to uniquely identify an instance of an educators course assignment also used to link that course to the records of students within the course. | |
| 100 | Local Course Number | O | Course code that identifies assignment. Every assignment must be identified by a course code except pre-kindergarten, kindergarten, and elementary classes in self-contained classrooms. If a teacher has more than one grade in a self-contained elementary classroom or is teaching morning and afternoon pre-kindergarten or kindergarten classes, show as separate assignments. | |
| 110 | Local Course Name | O | Course name abbreviation. | |
| 120 | Local Section Number | O | Local section number. | |

| Course Assignment – October Cycle | | | | |
|-----------------------------------|------------------------|-----|--|--|
| Item | Item Name | Oct | Definition | Code Set |
| 130 | State Course Number | C | Course code that identifies assignment. Every assignment must be identified by a course code except pre-kindergarten, kindergarten, and elementary classes in self-contained classrooms. If a teacher has more than one grade in a self-contained elementary classroom or is teaching morning and afternoon pre-kindergarten or kindergarten classes, show as separate assignments. | State Course Codes |
| 140 | Assignment Start Date | C | Date course is added after beginning of school year or filled for first time after beginning of school year or an individual replaces original course educator after beginning of school year else null. | |
| 150 | Assignment End Date | C | Date course is eliminated prior to end of school year or individual is transferred out of position prior to end of school year (leaving position vacant) or individual is replaced in position with another individual prior to end of school year else null. | |
| 170 | Course Sequence Number | C | Sequence number that identifies the content of courses taught at more than one level. If only one level of course content is offered, leave SEQ blank. | Course Seq Num Codes |
| 180 | Course Grade Level | C | Grade level at which curriculum for the specific course is designed to be taught. Grade level should reflect the grade at which the course curriculum is meant to be offered – not necessarily describe the students in the classroom. For example, if General Science is offered as a ninth grade class, it should be reported as grade nine even though some 10th or 11th grade students may be in the classroom. Conversely, a Physics class offered as a junior level (or third high school year) course that contains advanced standing freshmen and/or sophomores should be coded grade 11 (not grade 13). | Assignment Grade Level Codes |
| 190 | Course Semester | C | Semester (0 - full year, 1 - first semester, 2 - second semester, 3 - third semester) else null. | Course Semester Codes |
| 200 | Course Delivery System | C | Delivery system. Instructional delivery method else null. | Course Delivery System Codes |
| 210 | Course Program Code | C | Program code that identifies special funding or approval else null. | Course Program Codes |
| 220 | Course Minutes | R | Minutes per week for class/assignment. (Student passing time and “Channel One” are not included.) | |
| 230 | Course Credits | C | Credit. Units of high school credit granted for assignment else null. | |
| 235 | Caseload | C | Number of students served in an educational setting other than a regularly scheduled class. | |

| Course Assignment – October Cycle | | | | |
|-----------------------------------|---------------------|-----|---|---------------------------|
| Item | Item Name | Oct | Definition | Code Set |
| 240 | Course Total Hours | N | Total hours the class meets during the full duration of the summer school program (normally 60 to 120 clock hours). This item is not allowed to be reported in October. | |
| 242 | Assignment Comment | C | Free-form notes used to indicate (1) job titles for Course 887900, (2) course titles for "Other" (xxxx99) courses, (3) supplemental assignment for Course 880000, (4) teachers assisted by an aide, (5) aides assisting a teacher, or (6) other nonstandard info. | |
| 245 | Combined Course | C | Combined classes are situations where students of two or more different subjects or course sequence levels (or grade levels for self-contained elementary classes) are taught during the same time period by the same teacher. | |
| 250 | Virtual Instruction | O | Report if a course is virtual instruction through MOCAP-Instruction or MOCAP-Curriculum. | Virtual_Instruction_Codes |

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MOSIS October Student Assignment

The October Student Assignment file requires a record for each student enrolled in each educator's teaching assignment. An educator with a teaching assignment has a position code of 60. This file collects assignments for the entire regular school year.

October Student Assignment data are used to populate portions of Core Data screens 20 – Course & Assignment and 22 – Sending School Courses & Enrollment. *See Exhibit 37 for a detailed Core Data screen crosswalk.*

October Cycle – File Quick Notes

| | |
|----------------------------|--------------------------|
| Collection Name: | October Assignment |
| Abbreviation: | Student Assignment (STA) |
| Availability Date: | September 22 |
| Due Date: | October 15 |
| File Pair: | Course Assignment (CRS) |
| Collection Version: | 2023Oct1.0StuAssign |

Reporting Student Assignment Data

Generally, Student Assignment records are reported by the institution that provides the instruction. Unless instruction is provided at a private institution, students are reported in the Assignment Collection by the district providing the instruction. The Student Assignment file contains sending and receiving district information to facilitate proper reporting.

Student Assignment records for ITV classes are reported by the district which offers the ITV classes. When ITV classes are offered by a college or university, only the assignment records are reported by the district where students receive ITV instruction. (Courses taught via ITV with a community college would be an illustration of this scenario.) *Scenarios can be found in Exhibit 26.*

Linkages Between Files

The Student Assignment and Course Assignment files are collected together as the Assignment Collection. For the October Cycle, the Course Assignment and the Student Assignment files are linked to the records in the October Educator Core and Educator School submitted files.

The Student Assignment file requires at least one student record for every teaching position (60) assignment reported in the Course Assignment file if caseload was not provided. The Student Assignment keys are matched against the Course Assignment keys.

The table under this heading in the previous Course Assignment section shows the key data used to link the Educator Core, Educator School, Course Assignment, and Student Assignment files together.

File Layout: October Cycle Student Assignment

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts and charters what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition, and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found [here](#). Code sets may be referenced in Exhibit 38.

| Student Assignment – October Cycle | | | | |
|------------------------------------|---------------------------|-----|--|---|
| Item | Item Name | Oct | Definition | Code Set |
| 005 | Collection Version | R | Collection version should contain this value '2023Oct1.0StuAssign' for the 2023 Student/Assignment October Cycle file layout. | |
| 010 | Current School Year | R | The ending year of the current school year. For example, use '2023' for the 2022-23 school year. | |
| 025 | Reporting District Code | R | DESE-assigned six-digit county-district code for the district reporting. | DESE District Codes |
| 030 | Reporting School Code | R | DESE-assigned four-digit school code where the student is being reported from. | DESE School Codes |
| 045 | MOSIS ID | R | State-assigned student identifier. See https://dese.mo.gov/data-system-management/core-datamosis for more information. | |
| 055 | Student Local Student ID | O | Local student ID maintained by the district. Allows for data to be associated to local systems from DESE source systems. | |
| 060 | Student Legal Last Name | O | Legal last name. | |
| 065 | Student Legal First Name | O | Legal first name. | |
| 070 | Student Legal Middle Name | O | Legal middle name. | |
| 075 | Student Legal Name Suffix | O | Legal name suffix. E.g., Jr, Sr. | |
| 080 | Student Date of Birth | R | Date of birth. | |
| 095 | Student Grade Level | C | Required for all students who are not adults taking special adult programs. Grade level as of the time data is being submitted unless otherwise specified. | Student Grade Level Codes |
| 100 | Student Gender | R | Gender. | Gender Codes |
| 105 | Race/Ethnicity | R | Pre-defined Race/Ethnic code. | Race Ethnicity Codes |
| 110 | Assignment Number | R | The number used to uniquely identify an instance of an educators course assignment also used to link that course to the records of students within the course. | |


| Student Assignment – October Cycle | | | | |
|------------------------------------|--------------------------|-----|---|--|
| Item | Item Name | Oct | Definition | Code Set |
| 120 | Dual Credit Site | C | Site at which instruction of college credit (dual credit) course is given. Enter DIST if instruction is provided at district attendance center, COLL if instruction is provided on college campus or ITV if instruction is provided by college through instructional television to students in district classroom, else null. | Dual Credit Site Codes |
| 126 | Receiving Coll/Dist Code | C | Six-digit code for site at which instruction of normal or college credit (dual credit) course is given. | DESE District Codes |
| 130 | Sending District Code | C | Six-digit number and name of sending district else null. | DESE District Codes |
| 140 | Sending School Code | C | Four-digit number and name of sending high school else null. | |
| 150 | ED SSN | C | Required if the Reporting and Receiving district are the same or if there is no Receiving district. Educator Social Security Number. Formats allowed '999999999'. | |
| 160 | Position Code | R | Position code of educator's assignment. | Position Codes |
| 170 | CTE Program Type | C | Program type code of CTE approved program. | CTE Program Type Codes |
| 180 | Disadvantaged | C | Disadvantaged is defined as students who are eligible for free or reduced price lunch or Pell Grants. | Yes No |
| 270 | IEP Disability (Primary) | R | Report most dominant disability. | Disability Codes |
| 280 | Adult | C | Required if CTEProgramType is reported. Indicate if student is considered an adult student taking a special adult program. | Yes No |
| 282 | Local Course Number | O | Course code that identifies assignment. Every assignment must be identified by a course code except pre-kindergarten, kindergarten, and elementary classes in self-contained classrooms. If a teacher has more than one grade in a self-contained elementary classroom or is teaching morning and afternoon pre-kindergarten or kindergarten classes, show as separate assignments. | |
| 284 | Local Course Name | O | Course name abbreviation. | |
| 286 | Local Section Number | O | Local section number. | |

| Student Assignment – October Cycle | | | | |
|------------------------------------|---------------------|-----|---|------------------------------------|
| Item | Item Name | Oct | Definition | Code Set |
| 288 | State Course Number | O | Course code that identifies assignment. Every assignment must be identified by a course code except pre-kindergarten, kindergarten, and elementary classes in self-contained classrooms. If a teacher has more than one grade in a self-contained elementary classroom or is teaching morning and afternoon pre-kindergarten or kindergarten classes, show as separate assignments. | State Course Codes |

December Cycle

The **December Cycle Core Data** and **MOSIS** submissions are due December 15. **Core Data** and **MOSIS** include information required for federal special education reports. Screen 11 – Special Education Student Counts by Age is populated from MOSIS. Data are reported in the Student Core file.

| | | |
|--|--|--------------------|
| Core Data Screen | <i>11 – Special Education Student Counts By Age</i> | Due by December 15 |
| <i>Screens bolded & italicized have items populated from MOSIS.</i> | | |
| MOSIS File | Student Core | |



District:
Year:
Status: OPEN-Cycle is available for data entry.

Location: Core Data Collection - December Cycle

Core Data Collection

- August Cycle
- October Cycle
- December Cycle**
 - 11 Special Education Student Counts By Age**
- February Cycle
- June Cycle
- Reports
- Edit Reports
- Statewide Reports
- New Year Rollover
- DESE Web Application Menu
- Logon/Logoff

Edits Summary

| December Cycle Page | Errors | Warnings | DESE Contact |
|--|--------|----------|---------------------------------------|
| 11 Special Education Student Counts by Age | 0 | 0 | Special Education Data (573) 751-7848 |

Links

[Core Data and MOSIS Reference Manual](#)
[Missouri School Directory](#)
[Missouri Student Information System \(MOSIS\)](#)
[Data Acquisition Calendar](#)

Email: coredata-mosis@desse.mo.gov


Current User:

Improving Lives through Education

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Core Data Screen 11 – Special Education Student Counts by Age

The Special Education Student Counts by Age screen is used to report the number of students with disabilities that are served by Missouri public schools. In order for a student to be eligible for child count, the student must have a current IEP or Services Plan in place and be receiving services by the local school district as of December 1. The count is an unduplicated count, i.e., each student is counted only once by building, age, race, gender, disability, and placement. All data are displayed from the MOSIS Student Core file.

**Missouri**
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

District:

Year: Status: OPEN-Cycle is available for data entry.

Location: Core Data Collection - December Cycle

▼ Core Data Collection

▶ August Cycle

▶ October Cycle

▼ December Cycle

▶ 11 Special Education Student Counts By Age

▶ February Cycle

▶ June Cycle

▶ Reports

▶ Edit Reports

▶ Statewide Reports

▶ New Year Rollover

▶ DESE Web Application Menu

▶ Logon/Logoff

Edits Summary

| December Cycle Page | Errors | Warnings | DESE Contact |
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| 11 Special Education Student Counts by Age | 0 | 0 | Special Education Data (573) 751-7848 |

Links

[Core Data and MOSIS Reference Manual](#)[Missouri School Directory](#)[Missouri Student Information System \(MOSIS\)](#)[Data Acquisition Calendar](#)

Email: coredata-mosis@dese.mo.gov

Current User:
Improving Lives through Education

Item Definitions – Screen 11-Special Education Student Counts by Age

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (*page preceding the August Cycle*) for definition of District, Year, Status, Location, and Help.

School – Four-digit school number and name of attendance center where students with disabilities are served by the district. (*Select from drop-down list.*)

Ages – The age of the student on December 1. (*Select from drop-down list.*)

Child Count – The number of students with disabilities by age who are served by the district. (*Item is system calculated and displayed.*)

Line – A sequential number for each line assigned by the system.

The following are displayed from the MOSIS Student Core (*see Exhibit 2 for racial/ethnic category definitions*):

Disability – Code that identifies disability reported (*see Exhibit 18*). Associated title is displayed.

Educational Environment – Code that identifies special education educational environment (*see Exhibit 19*). Associated abbreviation is displayed.

Male – Number of male students in specified age, disability, and educational environment.

Female – Number of female students in specified age, disability, and educational environment.

Total – Total number of students in specified age, disability, and educational environment. (*Item is system calculated and displayed.*)

Black – Number of Black or African American students in specified age, disability, and educational environment.

White – Number of White students in specified age, disability, and educational environment.

Hispanic – Number of Hispanic or Latino Ethnicity students in specified age, disability, and educational environment.

Asian – Number of Asian students in specified age, disability, and educational environment.

Indian – Number of American Indian or Alaska Native students in specified age, disability, and educational environment.

Pacific Islander – Number of Native Hawaiian or Other Pacific Islander students in specified age, disability, and educational environment.

Multiracial – Number of Demographic Race Two or More Races students in specified age, disability, and educational environment.

LEP – Number of Limited English Proficiency students in a specified age, disability, and educational environment.



– Click button to display list of potential data errors and/or warnings related to data displayed.

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MOSIS December Student Core

The December Student Core file requires a single record for each student that is enrolled on December 1 and has an Individualized Education Program (IEP). This file collects student enrollment and school of attendance data in order to complete the Special Education December 1 Child Count. All students, pre-kindergarten through grade 12, are reported in the December Student Core file.

Student Core data are used to populate Core Data Screen 11 – Special Education Student Counts by Age. *See Exhibit 37 for a detailed Core Data screen crosswalk.*

December Cycle – File Quick Notes

| | |
|----------------------------|-------------------------------|
| Collection Name: | December Student Core |
| Abbreviation: | Student Core (STC) |
| Availability Date: | November 15 |
| Due Date: | December 15 |
| Count Date: | December 1 (SPED Child Count) |
| File Pair: | None |
| Collection Version: | 2023Dec1.0StuCore |

Reporting Student Core

The district that is providing instruction reports Student Core records. However, when a public school district pays tuition for a resident student to attend a non-public or private institution, the resident district reports the Student Core record. The residency status for these students is Resident II (R2). *Refer to Exhibit 21 for more information detailing Residency Status.*

File Layout: December Cycle Student Core

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts and charters what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition, and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found [here](#). Code sets may be referenced in Exhibit 38.

| Student Core – December Cycle | | | | |
|-------------------------------|------------------------------|-----|--|-------------------------------------|
| Item | Item Name | Dec | Definition | Code Set |
| 005 | Collection Version | R | Collection version should contain this value '2023Dec1.0StuCore' for the 2023 Student Core December Cycle file layout. | |
| 010 | Current School Year | R | The ending year of the current school year. For example, use '2023' for the 2022-23 school year. | |
| 015 | Attending District Code | R | DESE-assigned six-digit county-district code for the district of attendance. | DESE District Codes |
| 020 | Attending School Code | R | DESE-assigned four-digit school code for the school of attendance. | DESE School Codes |
| 025 | Reporting District Code | R | DESE-assigned six-digit county-district code for the district reporting. | DESE District Codes |
| 030 | Reporting School Code | R | DESE-assigned four-digit school code where the student is being reported from. | DESE School Codes |
| 035 | Resident District Code | R | DESE-assigned six-digit county-district code for the district of residence. E.g., K-8 Resident II student attending high school in a different district would have Resident District Code populated with XXXXXX and the "Attending District Code" populated with YYYYYY representing the district of enrollment. | DESE District Codes |
| 040 | Resident School Code | R | DESE-assigned four-digit school code for the school of residence. | DESE School Codes |
| 045 | Teacher Name (Pre-Code Sort) | O | Used for sort order. Can be teacher/examiner/class name. | |
| 050 | MOSIS Student ID | R | State-assigned student identifier. | |
| 055 | Local Student ID | O | Local student ID maintained by the district. Allows for data to be associated to local systems from DESE source systems. | |
| 060 | Legal Last Name | R | Legal last name. | |
| 065 | Legal First Name | R | Legal first name. | |
| 070 | Legal Middle Name | O | Legal middle name. | |

| Student Core – December Cycle | | | | |
|-------------------------------|------------------------------|-----|---|---|
| Item | Item Name | Dec | Definition | Code Set |
| 075 | Legal Name Suffix | O | Legal name suffix. E.g., Jr, Sr. | |
| 080 | Date of Birth | R | Date of birth. | |
| 090 | County | O | County in which the student resides. | County Codes |
| 095 | Student Grade Level | R | Grade level as of the time data is being submitted unless otherwise specified. | Student Grade Level Codes |
| 100 | Gender | R | Gender. | Gender Codes |
| 105 | Race/Ethnicity | R | Pre-defined Race/Ethnic code. | Race Ethnicity Codes |
| 110 | Lunch Status | R | DESE-assigned lunch status code. Indicate whether a student is eligible for free or reduced lunch. | Lunch Status Codes |
| 115 | Gifted | O | Gifted status of student. | Gifted Codes |
| 120 | Homeless | R | The primary nighttime residence is the basis for identifying homeless children and youth. Provide code that identifies primary nighttime residence. | Homeless Codes |
| 125 | Migrant | O | A Migrant is a student who has moved across school district boundaries within the preceding 36 months to seek or obtain (or to accompany or join a parent, spouse, or guardian who is seeking to obtain) temporary, seasonal employment in agriculture or fishing, or to work in a beef, poultry, or pork processing plant. | Migrant Codes |
| 130 | In building less than a year | O | Yes = any student who was not enrolled in the building the last Wednesday in September OR was not enrolled in the building during the MAP administration OR was not enrolled in the building at least half of the eligible days between the last Wednesday in September and the MAP administration. | Yes No |
| 135 | In district less than a year | O | Yes = any student who was not enrolled in the district the last Wednesday in September OR was not enrolled in the district during the MAP administration OR was not enrolled in the district at least half of the eligible days between the last Wednesday in September and the MAP administration. | Yes No |
| 140 | Voluntary Transfer Student | O | Designation for students who reside in the St. Louis City school district but who voluntarily enroll in a St. Louis County school district or a student who resides in a St. Louis County school district but attends the St. Louis City school district. The transfer must have been a result of the desegregation settlement agreement. | Yes No |
| 145 | A+ Student | O | Required if student is in grade 09, 10, 11, or 12. DESE-assigned A+ codes that designate if a student is an A+ participant or completer. | APlus Codes |
| 150 | Number of Months in USA | O | This identifies the number of months (cumulative) that an LEP/ELL student has been in the United States as of April 1st for the reporting year. If student has been in the US for 36 or more consecutive months, report 36 for the number of months in USA for them. | |

| Student Core – December Cycle | | | | |
|-------------------------------|----------------------|-----|---|------------------------------------|
| Item | Item Name | Dec | Definition | Code Set |
| 155 | Immigrant | O | Designation for students who are aged 3 through 21, were not born in any state, and have not been attending one or more schools in any one or more states for more than three full academic years. | Immigrant Codes |
| 160 | ELL Primary Language | O | The name of the specific language or dialect that students use to communicate at home. Required if student is reported as ELL/LEP (RCV or NRC). ELL Primary Language Codes can be found at https://dese.mo.gov/data-system-management/core-datamosis . | ISO Language Codes |
| 165 | LEP/ELL | R | DESE-assigned LEP/ELL code set. This code set is used to declare if a student is an English Learner receiving services, English Learner not receiving Title III services due to parent request, first year monitored English Learner, second year monitored English Learner, former English Learner Accountability Year 3, or former English Learner Accountability Year 4. English Learner - In coordination with the state's definition based on Section 8101(20) of the ESEA, as amended by the ESSA, the term 'English learner', when used with respect to an individual, means an individual: (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or a secondary school; (C) (who is i, ii, or iii) (i) who was not born in the United States or whose native languages are languages other than English; (ii) (who is I and II) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who come from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual (who is denied i or ii or iii)[1] (i) the ability to meet the challenging State academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society. Note - To be classified as an English learner, an individual must be A, B, C, and D. For C, an individual can be i, ii, or iii. If C-ii, the individual must be I and II. For D, an individual must be denied i or ii or iii.[2] | LEP Codes |

| Student Core – December Cycle | | | | |
|-------------------------------|---|-----|---|---|
| Item | Item Name | Dec | Definition | Code Set |
| 170 | ELL Exit No data are required to be reported in this field. | O | Method used to re-classify the student as non-LEP. No data are required to be reported in this field. | |
| 175 | ELL Exit Test | O | English Proficiency Assessment used to re-classify the student as non-LEP. | LEP ELL Exit Test Codes |
| 180 | ESOL Instructional Model | O | A language instruction educational program (LIEP) is a course in which an English learner is placed in order to develop and attain English proficiency while meeting challenging State academic standards. An LIEP may include instruction in English and a child's native language, and English proficient children may participate in the course if the course is designed to enable all participating children to become proficient in English and a second language (ESEA section 3201(7)). | ESOL Model Codes |
| 185 | Missouri Option Program | O | Student who has or is participating in the Missouri Option Program. | Yes No |
| 190 | H.S. Career Ed Student | O | Designation for students in grades 9-12 who have completed or are currently taking a Career Education course approved by DESE. | HS CareerED Codes |
| 195 | Title I | R | This identifies a student who is receiving Title I services. In a targeted assistance program, only students receiving direct Title I services should be designated. All students in a Title I school wide program should be designated as Title I. If the school building does not receive Title I funds, none of the students in that school building should be designated as Title I. | Yes No |
| 200 | Title III | O | This identifies an ELL student who is receiving services funded through Title III-LEP. | Yes No |
| 205 | Residency Status | R | DESE-assigned residency status code for student being reported, e.g., Resident I, Resident II, Non-Resident. | Resident Status Codes |
| 210 | Membership FTE | O | Report student's average hours per week divided by total possible hours the student could attend in a week. | |
| 215 | One Prior 10 Day Attendance | O | Enter "N" if the student attended at least one of the 10 school days prior to the count date. Enter "Y" if the student was absent from all 10 school days prior to the count date. September Membership count date is the last Wednesday in September. January Membership count date is the last Wednesday in January. | Yes No |

| Student Core – December Cycle | | | | |
|-------------------------------|--|-----|--|---|
| Item | Item Name | Dec | Definition | Code Set |
| 220 | Enrolled On Count Date | R | Enrolled On Count Date is a flag that designates the student was enrolled on the count date targeted by the cycle. October Cycle count date is the last Wednesday in September. December Cycle count date is December 1. February Cycle count date is the last Wednesday in January. | Yes No |
| 225 | Enrolled All Year | O | Enrolled All Year flag indicates the student was enrolled in the district since the last Wednesday in September until the final day of the school year. | Yes No |
| 230 | First Year Freshman | O | Required for students in grade nine. Designates the current school year as the student's first high school freshman year. Only report for grade nine students. | Yes No |
| 235 | GPA | O | Required if student is in grade nine or 10. Student's annual non-cumulative Grade Point Average (GPA). GPA can be reported with three decimal places. | |
| 240 | GPA Scale | O | Required if student is in grade nine or 10. Grading scale (11 or 4) used by the district attended by the student. | GPAScale Codes |
| 245 | 8th Grade Tech Literacy No data are required to be reported in this field. | O | Student meets or exceeds ESEA eighth grade technology literacy requirements. No data are required to be reported in this field. | Tested Codes |
| 250 | Aerobic Capacity | O | Not reported in this cycle. DESE-assigned fitness test code representing scoring results as measured through administration of (1) the PACER (Progressive Aerobic Cardiovascular Endurance Run) or (2) one mile run/walk. | Physical Fit Assessment Codes |
| 255 | Abdominal Strength | O | Not reported in this cycle. DESE-assigned fitness test code representing scoring results as measured through administration of (1) curl-up test (one minute), (2) curl-up test (cadence), or (3) partial curl-ups. | Physical Fit Assessment Codes |
| 260 | Upper Body Strength | O | Not reported in this cycle. DESE-assigned fitness test code representing scoring results as measured through administration of (1) push-ups, (2) pull-ups, (3) modified pull-ups, or (4) flexed arm hang. | Physical Fit Assessment Codes |
| 265 | Flexibility | O | Not reported in this cycle. DESE-assigned fitness test code representing scoring results as measured through administration of (1) sit and reach, (2) back-saver sit and reach or (3) V-sit reach. | Physical Fit Assessment Codes |
| 270 | IEP Disability | R | Report most dominant disability. | Disability Codes |
| 275 | MAP-Alternate | O | Designations for a student whose IEP team has determined that the student is eligible for the MAP Alternate (MAP-A) Assessment. | Yes No |
| 280 | Special Education Placement | C | Required for students with an IEP. Code that identifies special education placement category. | SPED Placement Codes |

| Student Core – December Cycle | | | | |
|-------------------------------|------------------------------------|-----|---|--|
| Item | Item Name | Dec | Definition | Code Set |
| 285 | SPED Program Exit Code | O | Code that identifies status of exiter using Special Education exit categories. | SPED Program Exit Codes |
| 286 | Truant | O | Required for all students except grade PK. Truant student has 10 or more cumulative days of unexcused absence from the school district. Days of absence must be unique; do not count absence from two separate buildings in one day as two days of unexcused absence. | Yes No |
| 288 | Supplemental Education Service | O | Identify if a student is eligible, has been offered, applied for but was denied, or received Supplemental Educational Services (SES). Supplemental educational services provide additional academic instruction designed to increase the academic achievement of low-income students in Title I schools in their second and subsequent years of school improvement, corrective action or restructuring. These services by DESE approved providers include academic assistance through tutoring that are consistent with the content and instruction used by the local educational agency (LEA) and are aligned with the state's academic content standards. Supplemental educational services must be provided outside of the regular school day. | Supple ED Services Codes |
| 290 | Career Cluster | O | Required for secondary career education students who are identified as Perkins Participants or Concentrators (please review the HS Career Ed code set for the definition of a Concentrator). 16 Career Education clusters used by DESE to identify the primary career education path. | CTE Cluster Codes |
| 292 | Nontraditional Student (Secondary) | O | Required for secondary career education students. Classification is defined as persons entering a career education training program or occupation nontraditional to their gender. An enrollment of 75% of one gender is considered traditional. | Yes No |
| 294 | Single Parent (Secondary) | O | Required for secondary career education students. Classification is defined as an individual who is unmarried or separated from their spouse and is pregnant or has sole or joint custody of a minor child or children. | Yes No |

| Student Core – December Cycle | | | | |
|-------------------------------|---------------------------------|-----|--|---------------------------------------|
| Item | Item Name | Dec | Definition | Code Set |
| 296 | Displaced Homemaker (Secondary) | O | Required for secondary career education students. Classification is defined as an individual who has worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills; or has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest dependent child will become ineligible to receive assistance under social security; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. | Yes No |
| 298 | CTE Technical Skills Attainment | O | Required for secondary, postsecondary, and adult career technical education (CTE) students identified as Perkins Concentrators. Provide the Technical Skill Attainment result or circumstance associated with the student's technical assessment. | CTE TSA Testing Codes |
| 300 | K-8 Graduate District Code | C | Required for grade nine and 10 non-resident students who graduated eighth grade from a K-8 district. DESE six-digit district code of the K8 district from which the student graduated eighth grade and has remained a resident of the K-8 district. | K-8District Codes |
| 302 | ECO Entry Date | O | Date of entry into ECSE program. | |
| 304 | ECO Entry Indicator 1 | O | Rating at entry into ECSE for Positive social-emotional skills. | ECO Indicator Codes |
| 306 | ECO Entry Indicator 2 | O | Rating at entry into ECSE for Acquisition and use of knowledge and skills. | ECO Indicator Codes |
| 308 | ECO Entry Indicator 3 | O | Rating at entry into ECSE for Use of appropriate behaviors to meet needs. | ECO Indicator Codes |
| 310 | ECO Exit Date | O | Date of exit from ECSE program. | |
| 312 | ECO Exit Indicator 1 | O | Rating at exit from ECSE for Positive social-emotional skills. | ECO Indicator Codes |
| 314 | ECO Exit Indicator 2 | O | Rating at exit from ECSE for Acquisition and use of knowledge and skills. | ECO Indicator Codes |
| 316 | ECO Exit Indicator 3 | O | Rating at exit from ECSE for Use of appropriate behaviors to meet needs. | ECO Indicator Codes |
| 318 | CTE Program Code | O | The Career Education program where the student's main concentration is. Career Education program code. Exhibit 9 in Core Data Manual. | CTE Program Codes |
| 320 | Title III LEP | C | Conditional and required if LEPELL is RCV. Collects if the LEP student was Title III funded. Codes (TF) Title III Funded, (NF) Not Title III Funded, (NE) Not Eligible for Funding. | Title 3 Fund Codes |

| Student Core – December Cycle | | | | |
|-------------------------------|--------------------------------|-----|---|--|
| Item | Item Name | Dec | Definition | Code Set |
| 321 | Title III Immigrant | O | Conditional and required if Immigrant is RCV. Collects if the immigrant was Title III funded. Codes (TF) Title III Funded, (NF) Not Title III Funded, (NE) Not Eligible for Funding. | Title 3 Fund Codes |
| 322 | First Freshman Year | O | Report the four digit school year in which the student first attended the ninth grade for students not previously enrolled in a Missouri public school district in grades 09, 10, 11, 12. | |
| 323 | Zip Code | O | Five- or nine-digit Postal Zip Code for the primary residence of the student. | |
| 324 | Industry Recognized Credential | N | The department-approved industry-recognized credential/certification received by student. | Industry Recognized Credential Codes |
| 325 | Military | R | Consistent with the Every Student Succeeds Act (ESSA), and 10 U.S.C 101(a)(4) and 101(d)(1), and 101(d)(5). An indication that the student has a parent or guardian that is a member of the Armed Forces on active duty or on full-time National Guard duty. | Military Codes |
| 326 | MPP | O | Student is participating in the district's Missouri Preschool Program. Required for PK students in districts with an approved Missouri Preschool Program. | Yes No |
| 327 | Foster Care | R | Report as of time of submission. Consistent with the Fostering Connections Act, "foster care" means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and preadoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the state, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made. (45 C.F.R. § 1355.20(a)). | Yes No |
| 328 | PK Eligible State Aid | O | Reported if an eligible district has selected the PK student to have attendance hours claimed for state aid. PK student must meet all required criteria for eligibility (163.018.1, RSMo). Maximum PK students selected not to exceed 4% of the district's 5-18 year old FRL population. | Yes No |

| Student Core – December Cycle | | | | |
|-------------------------------|-------------------------|-----|--|---|
| Item | Item Name | Dec | Definition | Code Set |
| 329 | Kindergarten Readiness | O | Child has overall age-appropriate skills and behaviors that indicates the child is ready for kindergarten. (This should not be used to determine if the child is eligible for kindergarten.) | Yes No Unknown Codes |
| 330 | High Need Student | N | An IEP student whose educational costs exceed three times the LEA's current expenditure per Average Daily Attendance (ADA). | Yes No |
| 331 | Dyslexia | O | Universal screening for reading/dyslexia risk factors is required yearly for students in grades K-3. | Dyslexia Codes |
| 332 | Neglected or Delinquent | O | Institutions for neglected children and youth are public or private residential facilities, other than a foster home, that operate primarily for the care of children and youth who have been committed to the institution or voluntarily placed in the institution under applicable state law due to (1) abandonment; (2) neglect; or (3) death of their parents or guardians and have had an average length of stay in the institution of at least 30 days. Institutions for delinquent children and youth are public or private residential facilities, other than a foster home, that operate primarily for the care of children and youth who have been adjudicated delinquent or in need of supervision and have had an average length of stay in the institution of at least 30 days. | Neglected or Delinquent Codes |
| 333 | CTE Certificate | O | Only CTE Concentrators (with 3 credits in a program of study) that graduate and meet all of the criteria set forth by the State Board of Education are eligible to receive a CTE Certificate. Report Yes for students receiving the certificate. | Yes No |
| 334 | Instruction Method | O | Report the predominant instruction method for the student based on the reporting period of time. The October collection reflects the beginning of the school year until the October collection date. The February collection reflects the period from October through the February collection date. The June collection reflects the period from February through the end of the school year. | Instruction Method Codes |
| 335 | Internet Access | O | Report if the student has internet access available for educational purposes at home. | Yes No Unknown Codes |
| 336 | Device Access | O | Report if a student has access to a device for educational purposes to use at home. | Yes No Unknown Codes |
| 337 | PK Replacement ID | O | Report the MOSIS ID for the PK, PKA, PKP student already claimed for state aid that this PK, PKA, PKP student is replacing. | |

| Student Core – December Cycle | | | | |
|-------------------------------|-------------------------------|-----|---|---|
| Item | Item Name | Dec | Definition | Code Set |
| 338 | Stackable Credential 1 | N | Department-approved series of aligned, recognized, preferred, and/or required credentials (stackable) within an industry or sector that support an individual's ability to obtain related, career employment. Two stackable credentials will equate to one IRC. | Stackable Credential Codes |
| 339 | Stackable Credential 2 | N | Department-approved series of aligned, recognized, preferred, and/or required credentials (stackable) within an industry or sector that support an individual's ability to obtain related, career employment. Two stackable credentials will equate to one IRC. | Stackable Credential Codes |
| 340 | ICAP | O | A plan of student to guide students through coursework and activities for achieving personal career goals, postsecondary planning, and providing individual pathway options. The ICAP is a multi-year process beginning no later than eighth grade that intentionally guides students and families in the exploration of career, academic and multiple postsecondary opportunities. | Yes No |
| 341 | ICAP Review | O | The student's personal plan of study, is reviewed regularly by school personnel and the student's parent/guardian. The review includes the sequence of courses and experiences that prepare a student to reach his or her postsecondary goals. | Yes No |
| 342 | Seal of Biliteracy | N | Missouri Seal of Biliteracy (SoBL) and Distinguished Missouri Seal of Biliteracy is awarded to graduating high school students in districts or charters with an approved DESE program who have demonstrated achievement in English, a Language Other Than English (LOTE) and sociocultural Competence. | Yes No |
| 343 | Seal of Biliteracy Language 1 | N | Student shows a high level of achievement in English and an intermediate level of proficiency in another language as outlined in the Missouri Seal of Biliteracy: Implementation Guide (https://dese.mo.gov/media/pdf/curr-eld-sobl-implementation-guide). | Seal of Biliteracy Language Codes |
| 344 | Seal of Biliteracy Language 2 | N | Student shows a high level of achievement in English and an intermediate level of proficiency in another language as outlined in the Missouri Seal of Biliteracy: Implementation Guide (https://dese.mo.gov/media/pdf/curr-eld-sobl-implementation-guide). | Seal of Biliteracy Language Codes |
| 345 | Seal of Biliteracy Language 3 | N | Student shows a high level of achievement in English and an intermediate level of proficiency in another language as outlined in the Missouri Seal of Biliteracy: Implementation Guide (https://dese.mo.gov/media/pdf/curr-eld-sobl-implementation-guide). | Seal of Biliteracy Language Codes |

| Student Core – December Cycle | | | | |
|-------------------------------|------------------------------------|-----|--|--|
| Item | Item Name | Dec | Definition | Code Set |
| 346 | Associate Degree | O | Degree earned after completing two years of study at a junior college, college, or university. Courses must be offered by approved institutions for dual credit/dual enrollment. | Yes No |
| 347 | Associate Degree Institution | O | Institution awarding associate degree. | Approved Dual Credit Codes |
| 348 | KG Physical Well-being and Motor | O | Report yes, no, or unknown as to whether the child has age-appropriate physical abilities, including gross and fine motor skills. | Yes No Unknown Codes |
| 349 | KG Social and Emotional | O | Report yes, no, or unknown as to whether the child has age-appropriate behaviors, including the ability to express emotions, build relationships with adults and peers, develop a sense of personal identity, and work cooperatively with others. | Yes No Unknown Codes |
| 350 | KG Cognition and General Knowledge | O | Report yes, no, or unknown as to whether the child has age-appropriate thinking and problem-solving skills as well as knowledge about particular objects and the way the world works, including mathematical knowledge, abstract thought, and imagination. | Yes No Unknown Codes |
| 351 | KG Approaches Toward Learning | O | Report yes, no, or unknown as to whether the child has age-appropriate use of skills and knowledge, including curiosity, creativity, confidence, persistence, and initiative. | Yes No Unknown Codes |
| 352 | KG Language and Literacy | O | Report yes, no, or unknown as to whether the child has age-appropriate communication skills such as listening, speaking, and phonological awareness as well as early literacy skills for print awareness, story sense, early writing, and the connection of letters to sounds. | Yes No Unknown Codes |
| 353 | On Track to Graduate | O | Based on the student's ICAP, the student is making expected progress toward meeting graduation requirements. | Yes No |
| 354 | Credits Earned | O | The cumulative credits earned toward meeting graduation requirements at this time. | |

February Cycle

The **February Cycle Core Data** and **MOSIS** submissions are due February 15. **Core Data** includes January membership, follow-up data on graduates, count of students home schooled, count of students eligible for free or reduced lunch in accordance with state statutes, and ending fund balances as of December 31. Data are reported on screens 15 – Home School information, 35 – December 31 Fund Balance, 35A – Charter Non LEA December Fund Balance and 37 – New and Expanding Charter School Data. Screens 08 – Attendance Center; 15 – Free & Reduced Lunch information; 16 – Enrollment, Membership & Summer School; 26 – Career Education Follow-up; 27 – Career Education Follow-up Sending School; and 29 – Postsecondary & Adult Follow-up are populated from MOSIS. **MOSIS** includes January membership, follow-up data on graduates and counts of students eligible for free or reduced lunch in accordance with state statutes. Data are reported in the Student Core and Student Graduate Follow-up files.

| | | |
|-------------------|--|--------------------|
| Core Data Screens | 08 – Attendance Center 15 – Home School 15 – Free & Reduced Lunch 16 – Enrollment, Membership & Summer School 26 – Career Education Follow-up 27 – Career Education Follow-up Sending School 29 – Postsecondary & Adult Follow-up 35 – December 31 Fund Balance 35A – Charter Non LEA December 31 Fund Balance 37 – New and Expanding Charter School Data | Due by February 15 |
| MOSIS Files | Student Core Student Graduate Follow-up | |

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

District:
Year:
Status: **OPEN**-Cycle is available for data entry.

Location: Core Data Collection - February Cycle

Submit

▼ Core Data Collection

▶ August Cycle

▶ October Cycle

▶ December Cycle

▼ **February Cycle**

▶ 08 Attendance Center

▶ 15 Home School/Free & Reduced Lunch

▶ 16 Enrollment, Membership & Summer School

▶ 26 Career Education Follow-Up

▶ 27 Career Education Follow-Up Sending School

▶ 29 Post Secondary & Adult Follow-Up

▶ 35 December 31 Fund Balance

▶ June Cycle

▶ Reports

▶ Edit Reports

▶ Statewide Reports

▶ New Year Rollover

▶ DESE Web Application Menu

▶ Logon/Logoff

Edits Summary

| February Cycle Page | Errors | Warnings | DESE Contact | |
|--|--------|----------|--------------------------------|----------------|
| 08 Attendance Center | 0 | 0 | Data System Management | (573) 522-3207 |
| 15 Home School / Free & Reduced Lunch | 0 | 0 | Special Education Funds MGT | (573) 751-0622 |
| | | | Data System Management | (573) 522-3207 |
| | | | School Finance | (573) 751-0357 |
| 16 Enrollment, Membership, & Summer School | 0 | 0 | School Finance | (573) 751-0357 |
| 26 Career Education Follow-Up | 0 | 0 | Career Ed Data | (573) 751-3524 |
| 27 Career Education Follow-Up Sending School | 0 | 0 | Career Ed Data | (573) 751-3524 |
| 29 Post Secondary Adult Follow-Up | 0 | 0 | Career Ed Data | (573) 751-3524 |
| 35 December 31 Fund Balance | 0 | 0 | School Finance | (573) 751-0357 |
| 37 New and Expanding Charter School Data | 0 | 0 | Charter Schools Program Office | (573) 751-8247 |
| | | | Special Education Finance | (573) 751-0622 |
| | | | ESEA Finance | (573) 751-2641 |

Links

[Core Data and MOSIS Reference Manual](#)
[Missouri School Directory](#)
[Missouri Student Information System \(MOSIS\)](#)
[Data Acquisition Calendar](#)

Email: coredata-mosis@desemo.gov


Current User: Improving Lives through Education

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Core Data Screen 08 – Attendance Center

Attendance center header data, the first part of the Attendance Center screen, are updated in the August Cycle.

The second part of the Attendance Center screen, Follow-up on Previous Year's Graduates, is populated by MOSIS for districts that had graduates the previous year. Elementary districts and colleges **do not** complete the Follow-up on Previous Year's Graduates. Information about the graduates is reported by male/female, racial/ethnic categories (*see Exhibit 2*), and IEP. IEP includes only those graduates eligible under IDEA in the categories specified in Exhibit 18. All follow-up data are displayed from the MOSIS Graduate Follow-up file. The Employment category includes only graduates that are reported as competitively employed. Competitive employment is comprised of compensation at or above minimum wage; comparable pay rate, benefits, and opportunities for advancement for persons with and without disabilities; and settings with others who are nondisabled.



District:
Year: Status: OPEN-Cycle is available for data entry.
School:

Location: Core Data Collection - February Cycle - 08 Attendance Center

Save

Building Details

Name: Grade Span: -
Phone: Fax:
Street Address: Mailing Address:
City: Zip:
Website: NCES ID:
NCES School Type:

Building Administrator

Title: Last Name: First Name: MI:
Position: Yrs in District:
Email:

Magnet: T1: Migrant: A+:

Safe School Violations

A+ Assurance

Charter School

Sponsor: Non-LEA: ☐ Probation: ☐ Creation: ☐

Follow-Up On 2018 - 2019 Graduates (February Cycle):

| | Male: | Female: | Totals: | BLK | WH | HSP | ASN | IND | PAC | MULTI | IEP | COOP |
|----------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 4-Year College | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 2-Year College | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Non-College | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Military | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Employment | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Unknown | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Other | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Totals | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Save

Email: coredata-mosis@dese.mo.gov

Current User:

Last Modified User:

Last Modified Date:

Improving Lives through Education

Reported in June Cycle

Reported in current cycle

Reported in August Cycle

Populated from MOSIS current cycle

Item Definitions – Screen 08-Attendance Center

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location, and Help.

Building Data – Basic data entered in the August Cycle.

A+ – If the box next to A+ is blank and your school would like to become A+ designated, please follow the link titled “A+ Assurance,” to ensure your school agrees to the assurances on the form titled, “Notification of Assurances.”

Please ensure that the contact information for the district’s A+ Coordinator is correct on Core Data Screen 03 of the August Cycle.

- Once the SBOE has approved your school, the Commissioner’s Office will send a designation letter to each approved district’s A+ Coordinator.
- Once the A+ designation letter is received, DESE will change the designation to D in Core Data, Screen 08 of the current cycle.

A+ Assurance check box – Once your school has agreed to the A+ Assurances on the form titled “Notification of Assurances,” please check the A+ Assurance check box.

Safe School Violations – Number of safe school violations which occurred at attendance center. *See Exhibit 32 for list of safe schools violations. (Reported in June Cycle.)*

Follow-up on Previous Year’s Graduates – Data about previous year’s graduates are headcounts by sex, racial/ethnic categories (*see Exhibit 2*) and IEP (*see Exhibit 18*). **Data are reported for all graduates regardless of the time of graduation during the school year.**

Male – Number of male graduates reported previous year on Screen 13. (*Display only.*)

Female – Number of female graduates reported previous year on Screen 13. (*Display only.*)

Total – Total number of female and male graduates reported previous year on Screen 13. (*Display only.*)

The following items are displayed from the MOSIS Graduate Follow-up File:

4-Year College MALE – Number of male prior year graduates attending a four-year college.

4-Year College FEMALE – Number of female prior year graduates attending a four-year college.

4-Year College TOTALS – Total number of prior year graduates attending a four-year college. (*Item is system calculated and displayed.*)

4-Year College BLK – Number of Black or African American prior year graduates attending a four-year college.

4-Year College WH – Number of White prior year graduates attending a four-year college.

4-Year College HSP – Number of Hispanic or Latino Ethnicity prior year graduates attending a four-year college.

4-Year College ASN – Number of Asian prior year graduates attending a four-year college.

4-Year College IND – Number of American Indian or Alaska Native prior year graduates attending a four-year college.

4-Year College PAC – Number of Native Hawaiian or Other Pacific Islander prior year graduates attending a four-year college.

4-Year College MULTI – Number of Multiracial (Demographic Race Two or More Races) prior year graduates attending a four-year college.

4-Year College IEP – Number of IEP prior year graduates attending a four-year college.

4-Year College COOP – Number of prior year graduates who participated in a VR cooperative work experience program attending a four-year college.

2-Year College MALE – Number of male prior year graduates attending a two-year college.

2-Year College FEMALE – Number of female prior year graduates attending a two-year college.

2-Year College TOTALS – Total number of prior year graduates attending a two-year college. *(Item is system calculated and displayed.)*

2-Year College BLK – Number of Black or African American prior year graduates attending a two-year college.

2-Year College WH – Number of White prior year graduates attending a two-year college.

2-Year College HSP – Number of Hispanic or Latino Ethnicity prior year graduates attending a two-year college.

2-Year College ASN – Number of Asian prior year graduates attending a two-year college.

2-Year College IND – Number of American Indian or Alaska Native prior year graduates attending a two-year college.

2-Year College PAC – Number of Native Hawaiian or Other Pacific Islander prior year graduates attending a two-year college.

2-Year College MULTI – Number of Multiracial (Demographic Race Two or More Races) prior year graduates attending a two-year college.

2-Year College IEP – Number of IEP prior year graduates attending a two-year college.

2-Year College COOP – Number of prior year graduates who participated in a VR cooperative work experience program attending a two-year college.

Non-College MALE – Number of male prior year graduates attending a non-college credit postsecondary school.

Non-College FEMALE – Number of female prior year graduates attending a non-college credit postsecondary school.

Non-College TOTALS – Total number of prior year graduates attending a non-college credit postsecondary school. *(Item is system calculated and displayed.)*

Non-College BLK – Number of Black or African American prior year graduates attending a non-college credit postsecondary school.

Non-College WH – Number of White prior year graduates attending a non-college credit postsecondary school.

Non-College HSP – Number of Hispanic or Latino Ethnicity prior year graduates attending a non-college credit postsecondary school.

Non-College ASN – Number of Asian prior year graduates attending a non-college credit postsecondary school.

Non-College IND – Number of American Indian or Alaska Native prior year graduates attending a non-college credit postsecondary school.

Non-College PAC – Number of Native Hawaiian or Other Pacific Islander prior year graduates attending a non-college credit postsecondary school.

Non-College MULTI – Number of Multiracial (Demographic Race Two or More Races) prior year graduates attending a non-college credit postsecondary school.

Non-College IEP – Number of IEP prior year graduates attending a non-college credit postsecondary school.

Non-College COOP – Number of prior year graduates who participated in a VR cooperative work experience program attending a non-college credit postsecondary school.

Military MALE – Number of male prior year graduates serving in the military.

Military FEMALE – Number of female prior year graduates serving in the military.

Military TOTALS – Total number of prior year graduates serving in the military. *(Item is system calculated and displayed.)*

Military BLK – Number of Black or African American prior year graduates serving in the military.

Military WH – Number of White prior year graduates serving in the military.

Military HSP – Number of Hispanic or Latino Ethnicity prior year graduates serving in the military.

Military ASN – Number of Asian prior year graduates serving in the military.

Military IND – Number of American Indian or Alaska Native prior year graduates serving in the military.

Military PAC – Number of Native Hawaiian or Other Pacific Islander prior year graduates serving in the military.

Military MULTI – Number of Multiracial (Demographic Race Two or More Races) prior year graduates serving in the military.

Military IEP – Number of IEP prior year graduates serving in the military.

Military COOP – Number of prior year graduates who participated in a VR cooperative work experience program serving in the military.

Employment MALE – Number of male prior year graduates who are competitively employed.

Employment FEMALE – Number of female prior year graduates who are competitively employed.

Employment TOTALS – Total number of prior year graduates who are competitively employed. *(Item is system calculated and displayed.)*

Employment BLK – Number of Black or African American prior year graduates who are competitively employed.

Employment WH – Number of White prior year graduates who are competitively employed.

Employment HSP – Number of Hispanic or Latino Ethnicity prior year graduates who are competitively employed.

Employment ASN – Number of Asian prior year graduates who are competitively employed.

Employment IND – Number of American Indian or Alaska Native prior year graduates who are competitively employed.

Employment PAC – Number of Native Hawaiian or Other Pacific Islander prior year graduates who are competitively employed.

Employment MULTI – Number of Multiracial (Demographic Race Two or More Races) prior year graduates who are competitively employed.

Employment IEP – Number of IEP prior year graduates who are competitively employed.

Employment COOP – Number of prior year graduates who participated in a VR cooperative work experience program and are now competitively employed.

Unknown MALE – Number of male prior year graduates with unknown follow-up status.

Unknown FEMALE – Number of female prior year graduates with unknown follow-up status.

Unknown TOTALS – Total number of prior year graduates with unknown follow-up status. *(Item is system calculated and displayed.)*

Unknown BLK – Number of Black or African American prior year graduates with unknown follow-up status.

Unknown WH – Number of White prior year graduates with unknown follow-up status.

Unknown HSP – Number of Hispanic or Latino Ethnicity prior year graduates with unknown follow-up status.

Unknown ASN – Number of Asian prior year graduates with unknown follow-up status.

Unknown IND – Number of American Indian or Alaska Native prior year graduates with unknown follow-up status.

Unknown PAC – Number of Native Hawaiian or Other Pacific Islander prior year graduates with unknown follow-up status.

Unknown MULTI – Number of Multiracial (Demographic Race Two or More Races) prior year graduates with unknown follow-up status.

Unknown IEP – Number of IEP prior year graduates with unknown follow-up status.

Unknown COOP – Number of prior year graduates who participated in a VR cooperative work experience program with unknown follow-up status.

Other MALE – Number of male prior year graduates not included in specified categories.

Other FEMALE – Number of female prior year graduates not included in specified categories.

Other TOTALS – Total number of prior year graduates not included in specified categories. *(Item is system calculated and displayed.)*

Other BLK – Number of Black or African American prior year graduates not included in specified categories.

Other WH – Number of White prior year graduates not included in specified categories.

Other HSP – Number of Hispanic or Latino Ethnicity prior year graduates not included in specified categories.

Other ASN – Number of Asian prior year graduates not included in specified categories.

Other IND – Number of American Indian or Alaska Native prior year graduates not included in specified categories.

Other PAC – Number of Native Hawaiian or Other Pacific Islander prior year graduates not included in specified categories.

Other MULTI – Number of Multiracial (Demographic Race Two or More Races) prior year graduates not included in specified categories.

Other IEP – Number of IEP prior year graduates not included in specified categories.

Other COOP – Number of prior year graduates who participated in a VR cooperative work experience program not included in specified categories.

Totals MALE – Total number of male prior year graduates. *(Item is system calculated and displayed.)*

Totals FEMALE – Total number of female prior year graduates. *(Item is system calculated and displayed.)*

Totals TOTALS – Total number of prior year graduates. *(Item is system calculated and displayed.)*

Totals BLK – Total number of Black or African American prior year graduates. *(Item is system calculated and displayed.)*

Totals WH – Total number of White prior year graduates. *(Item is system calculated and displayed.)*

Totals HSP – Total number of Hispanic or Latino Ethnicity prior year graduates. *(Item is system calculated and displayed.)*

Totals ASN – Total number of Asian prior year graduates. *(Item is system calculated and displayed.)*


Totals IND – Total number of American Indian or Alaska Native prior year graduates. *(Item is system calculated and displayed.)*


Totals PAC – Total number of Native Hawaiian or Other Pacific Islander prior year graduates. *(Item is system calculated and displayed.)*

Totals MULTI – Total number of Multiracial (Demographic Race Two or More Races) prior year graduates. *(Item is system calculated and displayed.)*

Totals IEP – Total number of IEP prior year graduates. *(Item is system calculated and displayed.)*

Totals COOP – Total number of prior year graduates who participated in a VR cooperative work experience program. *(Item is system calculated and displayed.)*

 **Save** – Click button to save all data on screen.

 **Edits** – Click button to display list of potential data errors and/or warnings related to data displayed.


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Core Data Screen 15 – Home School/Free and Reduced Lunch

The Home School/Free and Reduced Lunch screen is used to collect the number of students as of the last Wednesday in January in two categories:

- (1) school-aged children who reside in the district, who have not received a diploma, whose parents or guardians filed a declaration as provided in Section 167.042, RSMo, indicating they are being home schooled, and who do not attend a public, private or parochial school;
- (2) the full-time equivalency (FTE) count (in accordance with state statute) of K-12 resident students eligible for free or reduced lunch documented through the application process using federal eligibility guidelines aligned with the National School Lunch Program or through the direct certification process, and reported by attendance center. All data are displayed from the MOSIS February Student Core file.

The Federal Programs Headcount is used to collect the number of eligible students as of the last Wednesday in September, which is reported in the October Cycle. All data are displayed from the MOSIS October Student Core file.



District:
Year:
Status: OPEN-Cycle is available for data entry.
Location: Core Data Collection - February Cycle - 15 Home School/Free and Reduced Lunch

Home School Students

0

Reported in current cycle

Federal Programs Head Count taken the last Wednesday in September of children ages 5-17 (as of October 1 of the current school year) who reside in the district and whose eligibility has been documented. Include PK students only if they meet the appropriate age span.

Federal Programs Headcount

Free Lunch

Reduced Lunch

Unreduced Lunch

Total

Populated from MOSIS October Cycle

PK Eligible for State Aid Count

Head Count taken of resident students ages 5-18 (as of October 1 of the current school year) who were in grades K-12 that were enrolled on the count day whose eligibility for free and reduced lunch has been documented (or if participating in CEP all students between 5-18 in grades K-12 enrolled on the count day), multiplied by the applicable CEP percentage, then multiplied by 4%.

Free and Reduced Lunch Headcount

CEP Percentage

Calculated Free and Reduced Lunch Headcount

Total Number of PK Students Eligible to be Claimed for State Aid

State FTE (full-time equivalency) count taken the last Wednesday in January of resident students enrolled in grades K-12 and in attendance one of the ten preceding school days and whose eligibility has been documented. Do not include PK students.

Select School

Resident II F&RL

| State FTE | District Totals | | | 0 | 0 | 0 | 0 | |
|-----------|----------------------|-------------|-----------|------------|---------------|---------------|------------------|-------|
| Code | Attendance Center | Begin Grade | End Grade | Free Lunch | Reduced Lunch | Deseg In Free | Deseg In Reduced | Total |
| N/A | RESIDENT II STUDENTS | XX | XX | 0.00 | 0.00 | N/A | N/A | 0.00 |
| | | | | 0.00 | 0.00 | N/A | N/A | 0.00 |
| | | | | 0.00 | 0.00 | N/A | N/A | 0.00 |

Save

Edits

Populated from MOSIS current cycle

Email: coredata-mosis@dese.mo.gov

Current User:

Last Modified User:

Last Modified Date:

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Item Definitions – Screen 15-Home School/Free and Reduced Lunch

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location, and Help.

Home School Students – Number of school-aged children who reside in the district, who have not received a diploma, whose parents or guardians have filed a declaration as provided in Section 167.042, RSMo, indicating they are being home schooled, and who do not attend a public, private or parochial school. Children for whom declarations have not been filed as provided in statute should not be included in this count. Schools will receive a distribution of funds for special education services as a result of this count. Declarations of home schooling must be maintained or be accessible by the school to substantiate this count of children. Parents or guardians cannot be required to file a declaration.

The following items are displayed from the MOSIS Student Core File:

Federal Programs Headcount – Headcount taken the last Wednesday in September of children ages 5-17 inclusive (as of prior October 1) who reside in the district, whose eligibility for free or reduced lunch is documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program, and who do not attend a private or parochial school or are not home schooled. **Report all eligible students regardless of whether or not they actually eat breakfast/lunch.** (Desegregation students are counted by the district in which the student resides.) *(Populated from MOSIS – October Cycle.)*

PK Eligible for State Aid Count – Headcount taken of resident students ages 5-18 as of October 1 of the current school year who are in grades K-12 that were enrolled on the count day, the last Wednesday of September, whose eligibility for free and reduced lunch has been documented through the application process using federal eligibility guidelines or through the direct certification process aligned with the National School Lunch Program (or if participating in the Community Eligibility Program [CEP] all students between the ages of 5-18, by October 1, who are in grades K-12 and are enrolled on the count day), multiplied by the applicable CEP percentage (if a CEP district), then multiplied by 4 percent. Students are counted regardless of whether or not they actually eat breakfast/lunch.

Free and Reduced Lunch Headcount – Headcount of resident students ages 5-18, by October 1, in grades K-12 pulled from the October Student Core MOSIS file whose eligibility for free and lunch has been documented through the application process using federal eligibility guidelines or through the direct certification process aligned with the National School Lunch Program (or if participating in CEP all students ages 5-18, by October 1, who are in grades K-12 enrolled on the count day).

CEP Percentage – If a district or charter school that participates in CEP, the district's or charter school's calculated percent of Free and Reduced Lunch State FTE to ADA for the year prior to electing CEP to represent the number of pupils who qualify for free and reduced lunch between the ages of 5-18 by October 1. *(Item is system calculated and displayed.)*

Calculated Free and Reduced Headcount – The calculated free and reduced lunch count, which represents the number of pupils who qualify for free and reduced lunch between the ages of 5 and 18, by October 1, who are in grades K-12 who were enrolled on the count day on the last Wednesday in September. If a non-CEP district, calculated number will be the same as the Free and Reduced Headcount. *(Item is system calculated and displayed.)*

Total Number of PK Students Eligible to be Claimed for State Aid – Total Number of PK Students Eligible to be Claimed for State Aid is the calculated Free and Reduced Headcount that is multiplied by 4 percent

to equal the maximum headcount of prekindergarten pupils that can be claimed for the Foundation Formula. *(Item is system calculated and displayed.)*

State FTE – Full-time equivalency (FTE) count taken the last Wednesday in January of resident students enrolled in grades K-12 **and** in attendance one of the 10 preceding school days whose eligibility for free or reduced lunch is documented through the application process using federal eligibility guidelines or through the direct certification process aligned with the National School Lunch Program. (Desegregation students are considered residents of the district in which the students are educated.) **Students are counted regardless of whether or not they actually eat breakfast/lunch.** An eligible student in KA or KP is to be reported as .5 FTE. Students for whom the department does not distribute state aid are not counted, i.e., students in preschool, the Parents as Teachers Program, or state schools.

Select School – Click button to display data for the school that is entered in the text box.

Resident II F&RL – Click button to display report of districts reporting Resident II data displayed on screen.

District TOTALS – Total State FTE count of all Resident and Resident II students eligible for free and reduced lunch in district documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program or through the direct certification process. *(Item is system calculated and displayed.)*

RESIDENT II STUDENTS/Free Lunch – FTE count of resident students eligible for free lunch documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program or through the direct certification process taken the last Wednesday in January who are legally attending another district with the district of residence paying tuition. This count is reported by the district paying the tuition.

RESIDENT II STUDENTS/Reduced Lunch – FTE count of resident students eligible for reduced lunch documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program or through the direct certification process taken the last Wednesday in January who are legally attending another district with the district of residence paying tuition. This count is reported by the district paying the tuition.

RESIDENT II STUDENTS/Total – Total Resident II students eligible for free and reduced lunch documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program or through the direct certification process. *(Item is system calculated and displayed.)*

Code – Four-digit school number of attendance center. *(Item is displayed from Screen 08 – Attendance Center.)*

Attendance Center – Name of the attendance center. *(Item is displayed from Screen 08 – Attendance Center.)*

Begin Grade – The lowest grade of the attendance center. *(Display only.)*

End Grade – The highest grade of the attendance center. *(Display only.)*


Free Lunch – FTE count of resident students eligible for free lunch documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program or through the direct certification process taken the last Wednesday in January and reported by attendance center.


Reduced Lunch – FTE count of resident students eligible for reduced lunch documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program or through the direct certification process taken the last Wednesday in January and reported by attendance center.

Deseg In Free – FTE count of desegregation in students eligible for free lunch documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program or through the direct certification process taken the last Wednesday in January and reported by attendance center.

Deseg In Reduced – FTE count of desegregation in students eligible for reduced lunch documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program or through the direct certification process taken the last Wednesday in January and reported by attendance center.

Total – Total FTE count of students eligible for free and reduced lunch documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program or through the direct certification process by attendance center. *(Item is system calculated and displayed.)*

 – Click button to save Home School Students data on screen.


 – Click button to display list of potential data errors and/or warnings related to data displayed.

Core Data Screen 16 – Enrollment, Membership and Summer School

In the August Cycle actual summer school attendance and membership and actual extended school year attendance were reported. All data are displayed from the MOSIS Student Enrollment and Attendance file.

In the October Cycle, enrollment headcounts (resident and non-resident students attending the attendance centers) were reported by attendance center, grade, male/female and racial/ethnic categories (*see Exhibit 2*). September membership counts by county were also reported in October. All data are displayed from the MOSIS Student Core file.

In the February Cycle, January membership counts are reported on this screen by attendance center by grade. All data are displayed from the MOSIS February Student Core file.



District:
Year: Status: OPEN-Cycle is available for data entry.
School: Grade:

Location: Core Data Collection - February Cycle - 16 Enrollment, Membership and Summer School
Populated from August MOSIS file

Save Edits

Summer School Hours Just Completed (August Cycle)

| | Regular | Deseg In | Fed Lands | Total | Deseg Out |
|-----------------------|---------|----------|-----------|-------|-----------|
| Attendance | | | | | |
| Membership | | | | | |
| Attendance Adjustment | | | | | |
| ESY Hours | | | | | |

September Enrollment (October Cycle)

| | Black | White | Hispanic | Asian | Indian | Pacific Islander | Multi Racial | Total | Resident | N-Resident |
|--------|-------|-------|----------|-------|--------|------------------|--------------|-------|----------|------------|
| Male | | | | | | | | | | |
| Female | | | | | | | | | | |
| Total | | | | | | | | | | |

September Membership By County (October Cycle)

Resident II Students

| County | Full Time | Part Time | Deseg In | Fed Lands | Total | Deseg Out |
|--------|-----------|-----------|----------|-----------|-------|-----------|
| Total | | | | | | |

January Membership (February Cycle)

Resident II Students

| | Full Time | Part Time | Deseg In | Fed Lands | Total | Deseg Out |
|--------------------|-----------|-----------|----------|-----------|-------|-----------|
| January Membership | | | | | | |

Save Edits

Email: coredata-mosis@dese.mo.gov

Current User: Last Modified User: Last Modified Date:

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Populated from February MOSIS file

Item Definitions – Screen 16-Enrollment, Membership and Summer School

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location, and Help.

School – Four-digit school number and name of attendance center. *(Select from drop-down list.)*

Grade – Grade level of the attendance center for which data are reported. Valid selections from the drop-down list are PK, PKP, PKA, K, KA, KP, and 1-12. Select “PK or K” for full-day pre-kindergarten or kindergarten, “PKA or KA” for AM pre-kindergarten or kindergarten, or “PKP or KP” for PM pre-kindergarten or kindergarten.

Summer School and Extended School Year (ESY) Hours Just Completed – Actual summer school attendance and membership hours and actual extended school year program attendance hours for students with disabilities as required by the Individualized Education Program (IEP) submitted in the August Cycle. Summer school students should be entered in the grade in which they are enrolled in the current school year (after summer school). ESY hours that are outside of the timeframe and days of the summer school program must be reported under the ESY hours, however, ESY hours running in conjunction with the summer school program can be reported as either ESY hours or summer school hours. *(Populated from MOSIS – August Cycle.)*

Extended School Year (ESY) Hours Just Completed – Actual extended school year program attendance hours for students with disabilities as required by the Individualized Education Program (IEP). Actual ESY school attendance hours are submitted in the August Cycle. ESY students should be entered in the grade in which they are enrolled in the current school year (after summer school). *(Populated from MOSIS – August Cycle.)*

September Enrollment – Headcount taken the last Wednesday of September of all resident and nonresident students in grades PK through 12 enrolled in the attendance center. Each student (part-time, full-time, or kindergarten) should be counted as one. Desegregation transfer students are reported as residents of the district in which they attend school. Enrollment for students attending alternative schools and area vocational schools should be reported at the students’ regular school in their home district. *(Populated from MOSIS – October Cycle.)*

September Membership By County – Count of resident students in grades PK-12 taken the last Wednesday in September who are enrolled on the count day **and** in attendance at least one of the 10 previous school days, by grade at each attendance center. PK students included in membership are only the PK students being claimed for state aid. Students attending an alternative school or an area vocational school part of the day and their home school the remainder of the day should be counted as full-time students in the regular school in their home district. To receive full-time credit for special education a kindergarten student whose IEPs call for full-day attendance, report the membership in full-day kindergarten. Membership for Title I extended day kindergarten should not be reported. Part-time students are reported on FTE basis under part-time. For example, a part-time student enrolled four hours in a six-hour day equals 0.67 FTE. Membership of students for whom the home district pays full tuition is counted by the home district. Membership of students for which local tax effort only is paid is not reported by the home district, but is reported by the receiving district. **Membership of students for whom parents have paid tuition is not counted by any district.** *(Populated from MOSIS – October Cycle.)*

January Membership – Count of resident students in grades PK-12 taken the last Wednesday in January who are enrolled on the count day **and** in attendance at least one of the 10 previous school days, by grade at each attendance center. PK students included in membership are only the PK students being claimed for state aid. Students attending an alternative school or an area vocational school part of the day and their home school the remainder of the day should be counted as full-time students in the regular school in their home district. To receive full-time credit for special education a kindergarten student whose IEPs call for full-day attendance, report the membership in full-day kindergarten. Membership for Title I extended day kindergarten should not

be reported. Part-time students are reported on FTE basis under part-time. For example, a part-time student enrolled four hours in a six-hour day equals 0.67 FTE. Membership of students for whom the home district pays full tuition is reported by the home district. Membership of students for which local tax effort only is paid is not reported by the home district, but is reported by the receiving district. **Membership of students for whom parents have paid tuition is not reported by any district.**

January Membership Full Time – Count of resident full-time students (excluding desegregation students) taken last Wednesday in January by grade at each attendance center.


January Membership Part Time – Part-time (FTE basis) resident membership count (excluding desegregation students) taken last Wednesday in January by grade at each attendance center. *(See above example of calculation.)*

January Membership Deseg In – Count (FTE basis) of incoming desegregation students taken last Wednesday in January by grade at each attendance center.

January Membership Fed Lands – Count (FTE basis) of federal lands students taken last Wednesday in January by grade at each attendance center.

January Membership Total – Total full-time, part-time, deseg in, and fed lands January membership. *(Item is system calculated and displayed.)*

January Membership Deseg Out – Count (FTE basis) of outgoing desegregation students taken last Wednesday in January by grade at each attendance center.

 – Click button to display list of potential data errors and/or warnings related to data displayed.

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Core Data Screen 26 – Career Education Follow-up

The Career Education Follow-up screen displays follow-up data by selected categories of students graduating from approved career education programs, including students with disabilities and disadvantaged students in those programs. Data are displayed for each career education course identifying the Classification of Instructional Program (CIP) code and the actual number of graduates reported the previous year. Follow-up is conducted on students who completed an approved career education course from an occupational program (0104, 0204, 0304, 0404, 0504, 0704, 0804, and 1004). Follow-up is also not conducted on exploratory or supervision courses. Follow-up data are not collected on adult students enrolled in secondary programs. See *Exhibit 10 for a crosswalk of Core Data course codes to approved career education CIP codes*.


Follow-up data are reported on previous year's graduates based on the status of the graduate within 180 days of graduation for secondary education. **Each graduate should be reported in only one approved career education program area.** If the graduate is employed and continuing education, the following guidelines are used:

Graduates attending school (full- or part-time) and employed (full- or part-time) in a field for which they were trained are reported as Employed Related (EMP REL) or Continuing Education Related (CED REL).

Graduates attending school (full- or part-time) in a field for which they were trained, and employed in a field for which they were not trained, are reported as Continuing Education Related (CED REL).

Graduates attending school (full- or part-time) in a field for which they were not trained, and employed (full- or part-time) in a field for which they were trained, are reported as Employed Related (EMP REL) or Continuing Education-Related (CED ER). The CED ER will be included in the CED NR category on this screen.

Data displayed on the screen are based on program approval and the number of graduates reported on the MOSIS Student Enrollment and Attendance file from the previous year. All data are displayed from the MOSIS Student Graduate Follow-up file.



District:

Year: **Status:** OPEN-Cycle is available for data entry.

School No./Name:

Location: Core Data Collection - February Cycle - 26 Career Education Follow-Up

Prog Type Code:

| Graduation Year: | GRAD TYPE | ACT GRAD | EMP REL | EMP N-R | CED REL | CED N-R | NOT EMP | NAV PLC | STS UNK | MIL REL< | MIL N-R | TTL |
|-------------------|-----------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| CIP: Prg Type: | TOTAL | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | IEP | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | DISADVAN | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| CIP: Prg Type: | TOTAL | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | IEP | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | DISADVAN | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| CIP: Prg Type: | TOTAL | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | IEP | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | DISADVAN | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| CIP: Prg Type: | TOTAL | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | IEP | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | DISADVAN | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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Current User: **Last Modified User:** **Last Modified Date:**

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Item Definitions – Screen 26-Career Education Follow-up

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location, and Help.

School No/Name – Four-digit school number and name of attendance center. *(Select from drop-down list.)*

Prog Type Code – Career education program code, type, and abbreviation displayed from district's previous year's approved vocational programs. *(Select from drop-down list.)*

Graduation Year – The year in which the student graduated. *(Item is system displayed.)*

CIP – Six-digit CIP code *(see Exhibit 30)*. *(Item is system displayed.)*

PrgType – Career education program and type code. *(Item is system displayed.)*

Line – Career education line number. *(Item is system displayed.)*

Estimated Grd – Number of potential graduates reported on Screen 20 last year. *(Item is system displayed.)*

GRAD TYPE

ACT GRD – Actual Graduates. Number of students (seniors) enrolled in the career education class/program who graduated from high school. (Students who are continuing their high school education should be included in the follow-up report after graduation from high school.)

EMP REL – Employed Related. Number of graduates who are employed full-time in the field or a closely related field to the career education training received.

EMP N-R – Employed Not Related. Number of graduates who are employed in an occupation not related to the career education training received.

CED REL – Continuing Education Related. Number of graduates known to be unavailable for placement and unemployed because of continuing their education (full- or part-time) in a field related to the career education training received.

CED N-R – Continuing Education Not Related. Number of graduates known to be unavailable for placement and unemployed because of continuing their education (full- or part-time) in a field not related to the career education training received.

NOT EMP – Not Employed. Number of graduates who are available for employment, unemployed, and who have been seeking employment within the four weeks prior to submitting this report. Do not report graduates who are continuing their education (full- or part-time).


NAV PLC – Not Available for Placement. Number of graduates unavailable for placement, e.g., illness, death, or choice.

STS UNK – Status Unknown. Number of graduates who cannot be located.

MIL REL – Military Related. Number of graduates who have entered the military in a field related to the career education training received.

MIL N-R – Military Not Related. Number of graduates who have entered the military in a field not related to the career education training received.


TTL – Total number of graduates for which follow-up data was reported for this CIP Code. *(Item is system calculated and displayed.)*


Del  – Click button to delete set of data.


TOTAL – Total number of actual graduates - Employed Related, Employed Not Related, Continuing Education Related, Continuing Education Not Related, Not Employed, Not Available for Placement, Status Unknown, Military Related, and Military Not Related.

IEP – Number of IEP graduates reported in each of the categories defined above. **Do not** include graduates with disabilities who were solely Section 504 eligible. *See Exhibit 23 for information on identifying graduates with disabilities to be reported.*

DISADVAN – Number of disadvantaged graduates reported in each of the categories defined above. *See Exhibit 23 for information on identifying disadvantaged graduates to be reported.*

 Save – Click button to save all data on screen.

 Add More Lines – Click button to add more lines.

 Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

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Core Data Screen 27 – Career Education Follow-up Sending School

The Career Education Follow-up Sending School screen is primarily used by districts operating area career centers that serve students from other school districts (area career center hereby referred to as the receiving school). Follow-up data on students are reported the February after they graduate from their home district. The data are identified by the graduate's home district (sending school) and reported for total and IEP students. Receiving schools should provide sending district officials with a copy of the career education follow-up reported for their students. Follow-up data **are not** collected on adult students enrolled in secondary programs.


Follow-up data are reported on previous year's graduates based on the status of the graduate within 180 days following graduation for secondary education. This should match the data submitted by the sending school on Core Data Screen 08. If the graduate is employed and continuing education, the following guidelines are used:

Graduates attending school (full- or part-time) and employed (full- or part-time) in a field for which they were trained are reported as Employed Related (EMP REL) or Continuing Education Related (CED REL).

Graduates attending school (full- or part-time) in a field for which they were trained, and employed in a field for which they were not trained, are reported as Continuing Education Related (CED REL).

Graduates attending school (full- or part-time) in a field for which they were not trained, and employed (full- or part-time) in a field for which they were trained, are reported as Employed Related (EMP REL) or Continuing Education-Employed Related (CED ER). The CED ER will be included in the CED NR category on this screen.

Data displayed on the screen are based on program approval and the number of graduates reported on the MOSIS Student Enrollment and Attendance file from the previous year. All data are displayed from the MOSIS Student Graduate Follow-up file.



District:

Year: ▼ **Status:** OPEN-Cycle is available for data entry.

Receiving School: ▼

Location: Core Data Collection - February Cycle - 27 Career Education Follow-Up Sending School

Graduation Year:

| Sending School | GRAD TYPE | ACT GRAD | EMP REL | EMP N-R | CED REL | CED N-R | NOT EMP | NAV PLC | STS UNK | MIL REL | MIL N-R | TTL |
|----------------|-----------|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----|
| | TOTAL | | | | | | | | | | | |
| | IEP | | | | | | | | | | | |
| | TOTAL | | | | | | | | | | | |
| | IEP | | | | | | | | | | | |
| | TOTAL | | | | | | | | | | | |
| | IEP | | | | | | | | | | | |
| | TOTAL | | | | | | | | | | | |
| | IEP | | | | | | | | | | | |
| | TOTAL | | | | | | | | | | | |
| | IEP | | | | | | | | | | | |
| | TOTAL | | | | | | | | | | | |
| | IEP | | | | | | | | | | | |
| | TOTAL | | | | | | | | | | | |
| | IEP | | | | | | | | | | | |
| | TOTAL | | | | | | | | | | | |
| | IEP | | | | | | | | | | | |
| | TOTAL | | | | | | | | | | | |
| | IEP | | | | | | | | | | | |
| | TOTAL | | | | | | | | | | | |
| | IEP | | | | | | | | | | | |

Email: coredata-mosis@dese.mo.gov

Current User: **Last Modified User:** **Last Modified Date:**

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Item Definitions – Screen 27-Career Education Follow-up Sending School

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location, and Help.

Graduation Year – The year in which the student graduated. *(Item is system displayed.)*

Receiving School – Four-digit school number and name of receiving attendance center. *(Select from drop-down list.)*

Start At Sending School – Six-digit county-district code number used to begin the list of districts for display.

Sending School – Schools identified on Core Data Screen 22 as sending students to an area career center the previous year.

GRAD TYPE

ACT GRD – Actual Graduates. Number of graduates who have been enrolled in an approved career education class/program while in high school. (Students who are continuing their high school education should be included in the follow-up report after their graduation from high school.)

EMP REL – Employed Related. Number of graduates who are employed full-time in the field or a closely related field to the career education training received.

EMP N-R – Employed Not Related. Number of graduates who are employed in an occupation not related to the career education training received.

CED REL – Continuing Education Related. Number of graduates known to be unavailable for placement and unemployed because of continuing their education (full- or part-time) in a field related to the career education training received.

CED N-R – Continuing Education Not Related. Number of graduates known to be unavailable for placement and unemployed because of continuing their education (full- or part-time) in a field not related to the career education training received.

NOT EMP – Not Employed. Number of graduates who are available for employment, unemployed and who have been seeking employment within the four weeks prior to submitting this report. Do not report graduates who are continuing their education (full- or part-time).

NAV PLC – Not Available for Placement. Number of graduates unavailable for placement, e.g., illness, death, or choice.

STS UNK – Status Unknown. Number of graduates who cannot be located.

MIL REL – Military Related. Number of graduates who have entered the military in a field related to the career education training received.


MIL N-R – Military Not Related. Number of graduates who have entered the military in a field **not** related to the career education training received.

TTL – Total number of graduates for which follow-up data was reported for this CIP Code. *(Item is system calculated and displayed.)*


TOTAL – Total number of actual graduates - Employed Related, Employed Not Related, Continuing Education Related, Continuing Education Not Related, Not Employed, Not Available for Placement, Status Unknown, Military Related and Military Not Related.

IEP – Number of IEP graduates reported in each of the categories defined above. **Do not** include graduates who were solely Section 504 eligible. *See Exhibit 23 for information on identifying graduates with disabilities to be reported.*

 – Click button to save all data on screen.

 – Click button to display list of potential data errors and/or warnings related to data displayed.

 – Click button to display previous set of data.

 – Click button to display next set of data.

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Core Data Screen 29 – Postsecondary Adult Follow-up

The Postsecondary Adult Follow-up screen displays follow-up data for graduates of adult and postsecondary career education programs. Each graduate from the prior school year is listed by name and Social Security Number. The gender, race, special population designation, and placement data of each graduate are also displayed on this screen.

Follow-up data are reported on previous year's graduates based on the status of the graduate within 180 days following graduation for secondary education.

All data are displayed from the MOSIS Student Graduate Follow-up file.

[illegible]

Item Definitions – Screen 29-Postsecondary Adult Follow-up

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location, and Help.

School – Four-digit school number and name of attendance center. *(Select from drop-down list.)*

Prgm Type – Career education program code, type and abbreviation displayed from district's previous year's approved vocational programs *(see Exhibit 9)*. *(Select from drop-down list.)*

CIP Code – Six-digit federal Classification of Instructional Programs (CIP) code and abbreviation of that code's title *(see Exhibit 30)*. *(Select from drop-down list.)*

Start At SSN – Social Security Number used to begin list of student data displayed.

Sort By – Select SSN or Last Name to determine order in which students are listed.

Save – Click button to save all data on screen.

Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

<<Previous<< – Click button to display previous set of 20 students entered under a specific CIP code.

>>Next>> – Click button to display next set of 20 students entered under a specific CIP code.

Graduation Year – The year graduates completed the career education program which is always the previous school year. *(Item is system displayed.)*

Graduates Entered – The count of students entered under this CIP code. *(Item is system displayed.)*

Last Name – Last name of the student.

First Name – First name of the student.

SSN – Social Security Number of the student. (Use 999999991, 999999992, etc. for graduates with unknown Social Security Numbers.)

Gen – Gender of the student (Male, Female). *(Select from drop-down list.)*

Race – Race/ethnicity of the student *(see Exhibit 2)*. *(Select from drop-down list.)*

PC – Perkins Concentrator. A student who has achieved Perkins Concentrator status. Postsecondary student who has earned a minimum of 12 or more CTE credits in any department-approved career education program. An Adult student who has earned a minimum of 500 or more clock hours in any department-approved career education program. (Check box.)

DSBL – Disabled. Classification is defined as an individual with a physical or mental impairment that substantially limits one or more of the major life activities of such individual, a record of such an impairment or being regarded as having such an impairment. (Check box.)

DSDV – Economically Disadvantaged. Classification is defined as families or individuals who are determined to be low-income according to the latest available data from the Department of Commerce. Other indicators include Temporary Assistance to Needy Families (TANF); Food Stamps; Title I, Elementary and Secondary Education Act (ESEA); free or reduced lunch, National School Lunch Act; Pell Grant; or Workforce Investment Act (WIA) eligibility. (Check box.)

NT – Nontraditional Student. Classification is defined as persons entering a career education training program or occupation nontraditional to their gender. An enrollment of 75 percent of one gender is considered traditional. (Check box.)

SP – Single Parent. Classification is defined as an individual who is unmarried or separated from their spouse and is pregnant or has sole or joint custody of a minor child or children. (Check box.)

DH – Displaced Homemaker. Classification is defined as an individual who has worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills; or has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest dependent child will become ineligible to receive assistance under Social Security; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. (Check box.)

LEP – Limited English Proficiency. Classification is defined as an individual who has limited ability in speaking, reading, writing or understanding the English language, and whose native language is a language other than English; or who lives in a family or community environment in which a language other than English is the dominant language. (Check box.)

Placement – Placement status of the student.

EMP REL – Employed Related. Students who are employed full-time in the field or closely related field for which they were trained.

EMP N-R – Employed Not Related. Students known to have been available for placement and who are employed in an occupation not related to the training received.

CED REL – Continuing Education Related. Students who are known to be unavailable for placement and are unemployed because of continuing their education (full- or part-time) in the field for which they were trained. Exception: Students attending school (full- or part-time) in a field for which they were trained, and employed (full- or part-time) in a field for which they were trained, are reported as Employed Related.

CED N-R – Continuing Education Not Related. Students who are known to be unavailable for placement and are unemployed because of continuing their education (full- or part-time) in a field for which they were not trained.

Exception: Students attending school (full- or part-time) in a field for which they were not trained, and employed (full- or part-time) in a field for which they were trained, are reported as Employed Related.

Exception: Students attending school (full- or part-time) in a field for which they were not trained, and employed (full- or part-time) in a field for which they were not trained, are reported as Employed Not Related.

MIL REL – Military Related. Students who have entered the military in a field for which they were trained.

MIL N-R – Military Not Related. Students who have entered the military in a field for which they were not trained.

NOT EMP – Not Employed or Continuing Education. Students who are known to be available for employment and who are unemployed, but have been seeking employment within four weeks prior to the submission of this report. Students who are continuing their education (full- or part-time) are not reported.

NAV PLC – Not Available for Placement. Students who are known to be unavailable for placement. Possible reasons include illness, disability, death, loss of work permit (green card) or individual choice.

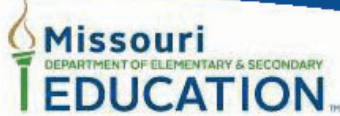
STS UNK – Status Unknown. Students who cannot be located.

Zip Code – Five-digit Postal Zip Code for the student’s placement status. Employed students are reported using the Zip Code of their place of employment. Continuing education students are reported using the Zip Code of their institution of continued education. Military students are reported using the Zip Code closest to their military station. Unemployed students are reported using their home Zip Code. Students located outside the United States or Status Unknown are reported using Zip Code 99998.

Del  – Click button to delete row.

Core Data Screen 35 – December 31 Fund Balance
Core Data Screen 35A – Charter Non LEA December 31 Fund Balance

The December 31 Fund Balance screen is used to report the unrestricted ending fund balances in General (Incidental) and Special Revenue (Teachers) Funds as of December 31 of the year selected. Information is also reported for tax anticipation note borrowing and fund transfers made from July 1 to December 31 of the year selected.



District:
Year: **Status:** OPEN-Cycle is available for data entry.
Location: Core Data Collection - February Cycle - 35 December 31 Fund Balance

December 31 Balances / Tax Anticipation Borrowing

| | General (Incidental) Fund | Special Revenue (Teachers) Fund |
|--|-----------------------------------|-----------------------------------|
| Unrestricted Ending Fund Balance - December 31 | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> |
| Tax Anticipation Borrowing (July 01-December 31) | <input type="text" value="0.00"/> | <input type="text" value="0.00"/> |

Transfers (July 01 - December 31)

| | |
|--|-----------------------------------|
| From General Fund to Debt Service Fund | <input type="text" value="0.00"/> |
| From General Fund to Capital Projects Fund | <input type="text" value="0.00"/> |
| <input type="button" value="Save"/> | |

Manual entry, February Cycle

Email: coredata-mosis@dese.mo.gov
Current User: **Last Modified User:** **Last Modified Date:**
Improving Lives through Education

Item Definitions – Screen 35-December 31 Fund Balance & 35A-Charter Non LEA December 31 Fund Balance

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location, and Help.

December 31 Balances/Tax Anticipation Borrowing

Unrestricted Ending Fund Balance – December 31 – General (Incidental) Fund – The unrestricted fund balance in General (Incidental) Fund as of December 31 of the year selected.

Unrestricted Ending Fund Balance – December 31 – Special Revenue (Teachers) Fund – The unrestricted fund balance in the Special Revenue (Teachers) Fund as of December 31 of the year selected.

Tax Anticipation Borrowing (July 01 – December 31) – General (Incidental) Fund – The amount of money from tax anticipation note borrowing placed in the General (Incidental) Fund from July 1 to December 31 of the year selected.

Tax Anticipation Borrowing (July 01 – December 31) – Special Revenue (Teachers) Fund – The amount of money from tax anticipation note borrowing placed in the Special Revenue (Teachers) Fund from July 1 to December 31 of the year selected.

Transfers (July 01-December 31)

From General Fund to Debt Service Fund – The total amount of money transferred from the General Fund to the Debt Service Fund from July 1 to December 31 of the year selected.

From General Fund to Capital Projects Fund – The total amount of money transferred from the General Fund to the Capital Projects Fund from July 1 to December 31 of the year selected.

Save – Click button to save all data on screen.

Core Data Screen 37 – New and Expanding Charter School Data

The New and Expanding Charter School Data screen is used to collect data related to the opening of a new charter school or the significant expansion of enrollment in a charter school. A significant expansion is defined as a substantial increase in the number of students attending a charter school due to a significant event that is unlikely to occur on a regular basis, such as the addition of one or more grades or educational programs in major curriculum areas. The term also includes any other expansion of enrollment that the LEA determines to be significant (EDGAR § 76.787). **Due date: March 15th.**

The New and Expanding Charter School Data screen is used for allocations of federal grant funds under [Elementary and Secondary Education Act \(ESEA\)](#) and [Individuals with Disabilities Education Act \(IDEA\)](#).



District:
Year: Status: OPEN-Cycle is available for data entry.
Location: Core Data Collection - February Cycle

The purpose of this document is to collect data related to the opening of a new charter school or the significant expansion of enrollment in a charter school. A significant expansion is defined as a substantial increase in the number of students attending a charter school due to a significant event that is unlikely to occur on a regular basis, such as the addition of one or more grades or educational programs in major curriculum areas. The term also includes any other expansion of enrollment that the SEA determines to be significant (EDGAR § 76.787). **Due date: March 15th**

Save

LEA
County District Code
Name
Date of First Day of School 20 -20
Grades Served 20 -20
Grades That will be Served 20 -20
If the LEA is adding a new building, please provide the name of the new building and grade span.
New Building Name
Grades Served for the new Building

IDEA and ESEA Allocation Data
Community Eligibility Provision (CEP) Participation 20 -20
Community Eligibility Provision (CEP) Participation 20 -20
Federal Programs Headcount (Ages 5-17 Free/Reduced Lunch Count) for non-CEP Buildings 20 -20
Total Federal Programs Headcount (Ages 5-17) September 20 -20
Expected Total Federal Programs Headcount (Ages 5-17) September 20 -20
Total PK September Enrollment 20 -20
Total K-12 September Enrollment 20 -20
Expected Total PK September Enrollment 20 -20
Expected Total K-12 September Enrollment 20 -20

IDEA Allocation Data
Total 3-5 Dec 1, 20 IEP Count
Expected Total 3-5 Dec 1, 20 IEP Count
Total 3-21 Dec 1, 20 IEP Count
Expected Total 3-21 Dec 1, 20 IEP Count
Total State FTE Count (K-12 Free/Reduced Lunch Count) for non CEP Buildings 20 -20
Expected State FTE Count (K-12 Free/Reduced Lunch Count) for non CEP Buildings 20 -20

LEA Comments:

DESE Comments:

Save

Email: coredata-mosis@dese.mo.gov
Current User:
Improving Lives through Education

Item Definitions – Screen 37-New and Expanding Charter School Data

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location, and Help.

Date of First Day of School – Enter the first day of the school year that instruction/services are provided to students.

Grades Served – List the entire range of grades that the LEA will serve in the upcoming school year.

New Building Name – If the LEA is adding a building, provide the new building name.

Grades Served for the new Building – If the LEA is adding a building, provide the new building grades served.

Community Eligibility Provision (CEP) – Select yes or no to indicate if the LEA will have any Community Eligibility Provision (CEP) buildings in the upcoming school year.

Federal Programs Headcount (Ages 5-17 Free/Reduced Lunch Count) for Non-CEP Buildings – *Populated by October Cycle, Screen 15.*

Total Federal Programs Headcount (Ages 5-17) September – *Populated by October Cycle, Screen 15.*

Expected Total Federal Programs Headcount (Ages 5-17) September – Enter the expected Federal Programs Headcount of children ages 5-17 (as of October 1) who reside in the LEA and whose eligibility had been documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program or through the direct certification process (to be reported on Screen 15, October Cycle).

Total PK September Enrollment – *Populated by October Cycle, Screen 16.*

Total K-12 September Enrollment – *Populated by October Cycle, Screen 16.*

Expected Total PK September Enrollment – Enter the expected count of all resident and non-resident students in grades PK enrolled in the attendance center that will be reported on Screen 15, October Cycle.

Expected Total K-12 September Enrollment – Enter the expected count of all resident and non-resident students in grades K-12 enrolled in the attendance center that will be reported on Screen 15, October Cycle.

Total 3-5 December 1 IEP Count – *Populated by December Cycle, Screen 11.*

Expected Total 3-5 December 1 IEP Count – Enter the expected count of students with disabilities ages 3-5 (as of December 1) to be reported on Screen 11, December Cycle.

Total 2-21 December 1 IEP Count – *Populated by December Cycle, Screen 11.*

Expected Total 3-12 December 1 IEP Count – Enter the expected count of students with disabilities ages 3-21 (as of December 1) to be reported on Screen 11, December Cycle.

Total State FTE Count (K-12 Free/Reduces Lunch Count) for Non-CEP Building – *Populated by February Cycle, Screen 15.*

Expected State FTE Count (K-12 Free/Reduced Lunch Count) for Non-CEP Buildings – Enter the expected count of resident students enrolled in grades K-12 by the last Wednesday in January of the upcoming school year and in attendance one of the 10 preceding school days and whose eligibility has been documented through an application process using federal eligibility guidelines aligned with the National School Lunch Program or through the direct certification process (to be reported on Screen 15, February Cycle).

Save – Click button to save all data on screen.

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MOSIS February Student Core

The February Student Core file requires a single record for each student that enrolled or was a member of a public school district or charter on the last Wednesday in January. This file collects student enrollment and school of attendance data in order to determine membership and state free/reduced lunch counts. All students, pre-kindergarten through grade 12, are reported in the February Student Core file.

February Student Core data are used to populate the State FTE (Free and Reduced Lunch data) on Core Data Screen 15. The Home School information on Screen 15 is not provided through MOSIS and must be entered manually on the screen. Student Core data are used to populate part of Core Data Screen 16 – Enrollment, Membership and Summer School. *See Exhibit 37 for a detailed Core Data screen crosswalk.*

February Cycle – File Quick Notes

| | |
|----------------------------|---------------------------|
| Collection Name: | February Student Core |
| Abbreviation: | Student Core (STC) |
| Availability Date: | January 17 |
| Due Date: | February 15 |
| Count Date: | Last Wednesday in January |
| File Pair: | None |
| Collection Version: | 2023Feb1.0StuCore |

Reporting Student Core

Generally, the district that is providing instruction reports Student Core records. However, when a public school district pays tuition for a resident student to attend a non-public or private institution, the resident district reports the Student Core record. The residency status for these students is Resident II (R2). *Refer to Exhibit 21 for more information detailing Residency Status.*

February Cycle Student Core Key Data Concepts

- The Student Core file layout is the same for each reporting cycle – October, December, February, April and June – but the fields required may be different.
- All students may be reported in the Student Core file as long as the correct residency status and enrolled on count date information are reported.
- Adults are not reported in the Student Core file. Adult students are students taking adult programs. These programs can be identified by CTE program type ending in 10.
- Pre-kindergarten students should be reported in the Student Core file if pre-K services are provided to the students.
- Resident II students should only be reported by the sending district if the student was sent to a non-public or private institution which does not report data to the department. Students sent to other public schools will be reported by those schools.

File Layout: February Cycle Student Core

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts or charters what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition, and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found [here](#). Code sets may be referenced in Exhibit 38.

| Student Core – February Cycle | | | | |
|-------------------------------|------------------------------|-----|--|-------------------------------------|
| Item | Item Name | Feb | Definition | Code Set |
| 005 | Collection Version | R | Collection version should contain this value '2023Feb1.0StuCore' for the 2023 Student Core February Cycle file layout. | |
| 010 | Current School Year | R | The ending year of the current school year. For example, use '2023' for the 2022-23 school year. | |
| 015 | Attending District Code | R | DESE-assigned six-digit county-district code for the district of attendance. | DESE District Codes |
| 020 | Attending School Code | R | DESE-assigned four-digit school code for the school of attendance. | DESE School Codes |
| 025 | Reporting District Code | R | DESE-assigned six-digit county-district code for the district reporting. | DESE District Codes |
| 030 | Reporting School Code | R | DESE-assigned four-digit school code where the student is being reported from. | DESE School Codes |
| 035 | Resident District Code | R | DESE-assigned six-digit county-district code for the district of residence. E.g., K-8 Resident II student attending high school in a different district would have Resident District Code populated with XXXXXX and the “Attending District Code” populated with YYYYYY representing the district of enrollment. | DESE District Codes |
| 040 | Resident School Code | R | DESE-assigned four-digit school code for the school of residence. | DESE School Codes |
| 045 | Teacher Name (Pre-Code Sort) | O | Used for sort order. Can be teacher/examiner/class name. | |
| 050 | MOSIS Student ID | R | State-assigned student identifier. | |
| 055 | Local Student ID | O | Local student ID maintained by the district. Allows for data to be associated to local systems from DESE source systems. | |
| 060 | Legal Last Name | R | Legal last name. | |
| 065 | Legal First Name | R | Legal first name. | |
| 070 | Legal Middle Name | O | Legal middle name. | |

| Student Core – February Cycle | | | | |
|-------------------------------|------------------------------|-----|---|---|
| Item | Item Name | Feb | Definition | Code Set |
| 075 | Legal Name Suffix | O | Legal name suffix. E.g., Jr, Sr. | |
| 080 | Date of Birth | R | Date of birth. | |
| 090 | County | O | County in which the student resides. | County Codes |
| 095 | Student Grade Level | R | Grade level as of the time data is being submitted unless otherwise specified. | Student Grade Level Codes |
| 100 | Gender | O | Gender. | Gender Codes |
| 105 | Race/Ethnicity | O | Pre-defined Race/Ethnic code. | Race Ethnicity Codes |
| 110 | Lunch Status | R | DESE-assigned lunch status code. Indicate whether a student is eligible for free or reduced lunch. | Lunch Status Codes |
| 115 | Gifted | O | Gifted status of student. | Gifted Codes |
| 120 | Homeless | R | The primary nighttime residence is the basis for identifying homeless children and youth. Provide code that identifies primary nighttime residence. | Homeless Codes |
| 125 | Migrant | O | A Migrant is a student who has moved across school district boundaries within the preceding 36 months to seek or obtain (or to accompany or join a parent, spouse, or guardian who is seeking to obtain) temporary, seasonal employment in agriculture or fishing, or to work in a beef, poultry, or pork processing plant. | Migrant Codes |
| 130 | In building less than a year | O | Yes = any student who was not enrolled in the building the last Wednesday in September OR was not enrolled in the building during the MAP administration OR was not enrolled in the building at least half of the eligible days between the last Wednesday in September and the MAP administration. | Yes No |
| 135 | In district less than a year | O | Yes = any student who was not enrolled in the district the last Wednesday in September OR was not enrolled in the district during the MAP administration OR was not enrolled in the district at least half of the eligible days between the last Wednesday in September and the MAP administration. | Yes No |
| 140 | Voluntary Transfer Student | O | Designation for students who reside in the St. Louis City school district but who voluntarily enroll in a St. Louis County school district or a student who resides in a St. Louis County school district but attends the St. Louis City school district. The transfer must have been a result of the desegregation settlement agreement. | Yes No |
| 145 | A+ Student | O | Required if student is in grade12 in February. DESE-assigned A+ codes that designate if a student is an A+ participant or completer. | APlus Codes |

| Student Core – February Cycle | | | | |
|-------------------------------|-------------------------|-----|---|------------------------------------|
| Item | Item Name | Feb | Definition | Code Set |
| 150 | Number of Months in USA | O | This identifies the number of months (cumulative) that an LEP/ELL student has been in the United States as of April 1st for the reporting year. If student has been in the US for 36 or more consecutive months, report 36 for the number of months in USA for them. | |
| 155 | Immigrant | O | Designation for students who are aged 3 through 21, were not born in any state, and have not been attending one or more schools in any one or more states for more than three full academic years. | Immigrant Codes |
| 160 | ELL Primary Language | O | The name of the specific language or dialect that students use to communicate at home. Required if student is reported as ELL/LEP (RCV or NRC). ELL Primary Language Codes can be found at https://dese.mo.gov/data-system-management/core-datamosis . | ISO Language Codes |
| 165 | LEP/ELL | R | DESE-assigned LEP/ELL code set. This code set is used to declare if a student is an English Learner receiving services, English Learner not receiving Title III services due to parent request, first year monitored English Learner, second year monitored English Learner, former English Learner Accountability Year 3, or former English Learner Accountability Year 4. English Learner - In coordination with the state's definition based on Section 8101(20) of the ESEA, as amended by the ESSA, the term 'English learner', when used with respect to an individual, means an individual: (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or a secondary school; (C) (who is i, ii, or iii) (i) who was not born in the United States or whose native languages are languages other than English; (ii) (who is I and II) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who come from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual (who is denied i or ii or iii)[1] (i) the ability to meet the challenging State academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society. Note - To be classified as an English learner, an individual must be A, B, C, and D. For C, an individual can be i, ii, or iii. If C-ii, the individual must be I and II. For D, an individual must be denied i or ii or iii.[2] | LEP Codes |

| Student Core – February Cycle | | | | |
|-------------------------------|---|-----|---|---|
| Item | Item Name | Feb | Definition | Code Set |
| 170 | ELL Exit No data are required to be reported in this field. | O | Method used to re-classify the student as non-LEP. No data are required to be reported in this field. | |
| 175 | ELL Exit Test | O | English Proficiency Assessment used to re-classify the student as non-LEP. | LEP ELL Exit Test Codes |
| 180 | ESOL Instructional Model | O | A language instruction educational program (LIEP) is a course in which an English learner is placed in order to develop and attain English proficiency while meeting challenging State academic standards. An LIEP may include instruction in English and a child's native language, and English proficient children may participate in the course if the course is designed to enable all participating children to become proficient in English and a second language (ESEA section 3201(7)). | ESOL Model Codes |
| 185 | Missouri Option Program | O | Student who has or is participating in the Missouri Option Program. | Yes No |
| 190 | H.S. Career Ed Student | O | Designation for students in grades 9-12 who have completed or are currently taking a Career Education course approved by DESE. | HS CareerED Codes |
| 195 | Title I | R | This identifies a student who is receiving Title I services. In a targeted assistance program, only students receiving direct Title I services should be designated. All students in a Title I school wide program should be designated as Title I. If the school building does not receive Title I funds, none of the students in that school building should be designated as Title I. | Yes No |
| 200 | Title III | O | This identifies an ELL student who is receiving services funded through Title III-LEP. | Yes No |
| 205 | Residency Status | R | DESE-assigned residency status code for student being reported, e.g., Resident I, Resident II, Non-Resident. | Resident Status Codes |
| 210 | Membership FTE | C | Required for Resident I, Resident II, Non-Resident, DESEG-In and Federal Land students. Report student's average hours per week divided by total possible hours the student could attend in a week. | |
| 215 | One Prior 10 Day Attendance | C | Required for students with residency status of R1, R2, FL, or DI. Enter "N" if the student attended at least one of the 10 school days prior to the count date. Enter "Y" if the student was absent from all 10 school days prior to the count date. September Membership count date is the last Wednesday in September. January Membership count date is the last Wednesday in January. | Yes No |

| Student Core – February Cycle | | | | |
|-------------------------------|--|-----|--|---|
| Item | Item Name | Feb | Definition | Code Set |
| 220 | Enrolled On Count Date | R | Enrolled On Count Date is a flag that designates the student was enrolled on the count date targeted by the cycle. October Cycle count date is the last Wednesday in September. December Cycle count date is December 1. February Cycle count date is the last Wednesday in January. | Yes No |
| 225 | Enrolled All Year | O | Enrolled All Year flag indicates the student was enrolled in the district since the last Wednesday in September until the final day of the school year. | Yes No |
| 230 | First Year Freshman | O | Required for students in grade nine. Designates the current school year as the student's first high school freshman year. Only report for grade nine students. | Yes No |
| 235 | GPA | O | Required if student is in grade nine or 10. Student's annual non-cumulative Grade Point Average (GPA). GPA can be reported with three decimal places. | |
| 240 | GPA Scale | O | Required if student is in grade nine or 10. Grading scale (11 or 4) used by the district attended by the student. | GPAScale Codes |
| 245 | 8th Grade Tech Literacy No data are required to be reported in this field. | O | Student meets or exceeds ESEA eighth grade technology literacy requirements. <u>No data are required to be reported in this field.</u> | Tested Codes |
| 250 | Aerobic Capacity | O | Not reported in this cycle. DESE-assigned fitness test code representing scoring results as measured through administration of (1) the PACER (Progressive Aerobic Cardiovascular Endurance Run) or (2) one mile run/walk. | Physical Fit Assessment Codes |
| 255 | Abdominal Strength | O | Not reported in this cycle. DESE-assigned fitness test code representing scoring results as measured through administration of (1) curl-up test (one minute), (2) curl-up test (cadence), or (3) partial curl-ups. | Physical Fit Assessment Codes |
| 260 | Upper Body Strength | O | Not reported in this cycle. DESE-assigned fitness test code representing scoring results as measured through administration of (1) push-ups, (2) pull-ups, (3) modified pull-ups, or (4) flexed arm hang. | Physical Fit Assessment Codes |
| 265 | Flexibility | O | Not reported in this cycle. DESE-assigned fitness test code representing scoring results as measured through administration of (1) sit and reach, (2) back-saver sit and reach or (3) V-sit reach. | Physical Fit Assessment Codes |
| 270 | IEP Disability | R | Report most dominant disability. | Disability Codes |
| 275 | MAP-Alternate | O | Designations for a student whose IEP team has determined that the student is eligible for the MAP Alternate (MAP-A) Assessment. | Yes No |

| Student Core – February Cycle | | | | |
|-------------------------------|------------------------------------|-----|---|--|
| Item | Item Name | Feb | Definition | Code Set |
| 280 | Special Education Placement | O | Required for students with an IEP. Code that identifies special education placement category. | SPED Placement Codes |
| 285 | SPED Program Exit Code | O | Code that identifies status of exiter using Special Education exit categories. | SPED Program Exit Codes |
| 286 | Truant | O | Required for all students except grade PK. Truant student has 10 or more cumulative days of unexcused absence from the school district. Days of absence must be unique; do not count absence from two separate buildings in one day as two days of unexcused absence. | Yes No |
| 288 | Supplemental Education Service | O | Identify if a student is eligible, has been offered, applied for but was denied, or received Supplemental Educational Services (SES). Supplemental educational services provide additional academic instruction designed to increase the academic achievement of low-income students in Title I schools in their second and subsequent years of school improvement, corrective action or restructuring. These services by DESE approved providers include academic assistance through tutoring that are consistent with the content and instruction used by the local educational agency (LEA) and are aligned with the state's academic content standards. Supplemental educational services must be provided outside of the regular school day. | Supple ED Services Codes |
| 290 | Career Cluster | O | Required for secondary career education students who are identified as Perkins Participants or Concentrators (please review the HS Career Ed code set for the definition of a Concentrator). 16 Career Education clusters used by DESE to identify the primary career education path. | CTE Cluster Codes |
| 292 | Nontraditional Student (Secondary) | O | Required for secondary career education students. Classification is defined as persons entering a career education training program or occupation nontraditional to their gender. An enrollment of 75% of one gender is considered traditional. | Yes No |
| 294 | Single Parent (Secondary) | O | Required for secondary career education students. Classification is defined as an individual who is unmarried or separated from their spouse and is pregnant or has sole or joint custody of a minor child or children. | Yes No |

| Student Core – February Cycle | | | | |
|-------------------------------|---------------------------------|-----|--|---------------------------------------|
| Item | Item Name | Feb | Definition | Code Set |
| 296 | Displaced Homemaker (Secondary) | O | Required for secondary career education students. Classification is defined as an individual who has worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills; or has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest dependent child will become ineligible to receive assistance under social security; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. | Yes No |
| 298 | CTE Technical Skills Attainment | O | Required for secondary, postsecondary, and adult career technical education (CTE) students identified as Perkins Concentrators. Provide the Technical Skill Attainment result or circumstance associated with the student's technical assessment. | CTE TSA Testing Codes |
| 300 | K-8 Graduate District Code | C | Required for grade nine and 10 non-resident students who graduated eighth grade from a K-8 district. DESE six-digit district code of the K8 district from which the student graduated eighth grade and has remained a resident of the K-8 district. | K-8District Codes |
| 302 | ECO Entry Date | O | Date of entry into ECSE program. | |
| 304 | ECO Entry Indicator 1 | O | Rating at entry into ECSE for Positive social-emotional skills. | ECO Indicator Codes |
| 306 | ECO Entry Indicator 2 | O | Rating at entry into ECSE for Acquisition and use of knowledge and skills. | ECO Indicator Codes |
| 308 | ECO Entry Indicator 3 | O | Rating at entry into ECSE for Use of appropriate behaviors to meet needs. | ECO Indicator Codes |
| 310 | ECO Exit Date | O | Date of exit from ECSE program. | |
| 312 | ECO Exit Indicator 1 | O | Rating at exit from ECSE for Positive social-emotional skills. | ECO Indicator Codes |
| 314 | ECO Exit Indicator 2 | O | Rating at exit from ECSE for Acquisition and use of knowledge and skills. | ECO Indicator Codes |
| 316 | ECO Exit Indicator 3 | O | Rating at exit from ECSE for Use of appropriate behaviors to meet needs. | ECO Indicator Codes |
| 318 | CTE Program Code | O | The Career Education program where the student's main concentration is. Career Education program code. Exhibit 9 in Core Data Manual. | CTE Program Codes |
| 320 | Title III LEP | C | Conditional and required if LEPELL is RCV. Collects if the LEP student was Title III funded. Codes (TF) Title III Funded, (NF) Not Title III Funded, (NE) Not Eligible for Funding. | Title 3 Fund Codes |
| 321 | Title III Immigrant | O | Conditional and required if Immigrant is RCV. Collects if the immigrant was Title III funded. Codes (TF) Title III Funded, (NF) Not Title III Funded, (NE) Not Eligible for Funding. | Title 3 Fund Codes |

| Student Core – February Cycle | | | | |
|-------------------------------|--------------------------------|-----|---|--|
| Item | Item Name | Feb | Definition | Code Set |
| 322 | First Freshman Year | O | Report the four digit school year in which the student first attended the ninth grade for students not previously enrolled in a Missouri public school district in grades 09, 10, 11, 12. | |
| 323 | Zip Code | O | Five- or nine-digit Postal Zip Code for the primary residence of the student. | |
| 324 | Industry Recognized Credential | N | The department-approved industry-recognized credential/certification received by student. | Industry Recognized Credential Codes |
| 325 | Military | R | Consistent with the Every Student Succeeds Act (ESSA), and 10 U.S.C 101(a)(4) and 101(d)(1), and 101(d)(5). An indication that the student has a parent or guardian that is a member of the Armed Forces on active duty or on full-time National Guard duty. | Military Codes |
| 326 | MPP | C | Student is participating in the district's Missouri Preschool Program. Required for PK students in districts with an approved Missouri Preschool Program. | Yes No |
| 327 | Foster Care | R | Report as of time of submission. Consistent with the Fostering Connections Act, “foster care” means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and preadoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the state, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made. (45 C.F.R. § 1355.20(a)). | Yes No |
| 328 | PK Eligible State Aid | R | Required if an eligible district has selected the PK student to have attendance hours claimed for state aid. PK student must meet all required criteria for eligibility (163.018.1, RSMo). Maximum PK students selected not to exceed 4% of the district’s 5-18 year old FRL population. | Yes No |
| 329 | Kindergarten Readiness | O | Child has overall age-appropriate skills and behaviors that indicates the child is ready for kindergarten. (This should not be used to determine if the child is eligible for kindergarten.) | Yes No Unknown Codes |
| 330 | High Need Student | N | An IEP student whose educational costs exceed three times the LEA's current expenditure per Average Daily Attendance (ADA). | Yes No |

| Student Core – February Cycle | | | | |
|-------------------------------|-------------------------|-----|--|---|
| Item | Item Name | Feb | Definition | Code Set |
| 331 | Dyslexia | O | Universal screening for reading/dyslexia risk factors is required yearly for students in grades K-3. | Dyslexia Codes |
| 332 | Neglected or Delinquent | O | Institutions for neglected children and youth are public or private residential facilities, other than a foster home, that operate primarily for the care of children and youth who have been committed to the institution or voluntarily placed in the institution under applicable state law due to (1) abandonment; (2) neglect; or (3) death of their parents or guardians and have had an average length of stay in the institution of at least 30 days. Institutions for delinquent children and youth are public or private residential facilities, other than a foster home, that operate primarily for the care of children and youth who have been adjudicated delinquent or in need of supervision and have had an average length of stay in the institution of at least 30 days. | Neglected or Delinquent Codes |
| 333 | CTE Certificate | O | Only CTE Concentrators (with 3 credits in a program of study) that graduate and meet all of the criteria set forth by the State Board of Education are eligible to receive a CTE Certificate. Report Yes for students receiving the certificate. | Yes No |
| 334 | Instruction Method | R | Report the predominant instruction method for the student based on the reporting period of time. The October collection reflects the beginning of the school year until the October collection date. The February collection reflects the period from October through the February collection date. The June collection reflects the period from February through the end of the school year. | Instruction Method Codes |
| 335 | Internet Access | O | Report if the student has internet access available for educational purposes at home. | Yes No Unknown Codes |
| 336 | Device Access | O | Report if a student has access to a device for educational purposes to use at home. | Yes No Unknown Codes |
| 337 | PK Replacement ID | O | Report the MOSIS ID for the PK, PKA, PKP student already claimed for state aid that this PK, PKA, PKP student is replacing. | |
| 338 | Stackable Credential 1 | N | Department-approved series of aligned, recognized, preferred, and/or required credentials (stackable) within an industry or sector that support an individual's ability to obtain related, career employment. Two stackable credentials will equate to one IRC. | Stackable Credential Codes |
| 339 | Stackable Credential 2 | N | Department-approved series of aligned, recognized, preferred, and/or required credentials (stackable) within an industry or sector that support an individual's ability to obtain related, career employment. Two stackable credentials will equate to one IRC. | Stackable Credential Codes |

| Student Core – February Cycle | | | | |
|-------------------------------|----------------------------------|-----|---|---|
| Item | Item Name | Feb | Definition | Code Set |
| 340 | ICAP | O | A plan of student to guide students through coursework and activities for achieving personal career goals, postsecondary planning, and providing individual pathway options. The ICAP is a multi-year process beginning no later than eighth grade that intentionally guides students and families in the exploration of career, academic and multiple postsecondary opportunities. | Yes No |
| 341 | ICAP Review | O | The student's personal plan of study, is reviewed regularly by school personnel and the student's parent/guardian. The review includes the sequence of courses and experiences that prepare a student to reach his or her postsecondary goals. | Yes No |
| 342 | Seal of Biliteracy | N | Missouri Seal of Biliteracy (SoBL) and Distinguished Missouri Seal of Biliteracy is awarded to graduating high school students in districts or charters with an approved DESE program who have demonstrated achievement in English, a Language Other Than English (LOTE) and sociocultural Competence. | Yes No |
| 343 | Seal of Biliteracy Language 1 | N | Student shows a high level of achievement in English and an intermediate level of proficiency in another language as outlined in the Missouri Seal of Biliteracy: Implementation Guide (https://dese.mo.gov/media/pdf/curr-eld-sobl-implementation-guide). | Seal of Biliteracy Language Codes |
| 344 | Seal of Biliteracy Language 2 | N | Student shows a high level of achievement in English and an intermediate level of proficiency in another language as outlined in the Missouri Seal of Biliteracy: Implementation Guide (https://dese.mo.gov/media/pdf/curr-eld-sobl-implementation-guide). | Seal of Biliteracy Language Codes |
| 345 | Seal of Biliteracy Language 3 | N | Student shows a high level of achievement in English and an intermediate level of proficiency in another language as outlined in the Missouri Seal of Biliteracy: Implementation Guide (https://dese.mo.gov/media/pdf/curr-eld-sobl-implementation-guide). | Seal of Biliteracy Language Codes |
| 346 | Associate Degree | O | Degree earned after completing two years of study at a junior college, college, or university. Courses must be offered by approved institutions for dual credit/dual enrollment. | Yes No |
| 347 | Associate Degree Institution | O | Institution awarding associate degree. | Approved Dual Credit Codes |
| 348 | KG Physical Well-being and Motor | O | Report yes, no, or unknown as to whether the child has age-appropriate physical abilities, including gross and fine motor skills. | Yes No Unknown Codes |

| Student Core – February Cycle | | | | |
|-------------------------------|------------------------------------|-----|--|--------------------------------------|
| Item | Item Name | Feb | Definition | Code Set |
| 349 | KG Social and Emotional | O | Report yes, no, or unknown as to whether the child has age-appropriate behaviors, including the ability to express emotions, build relationships with adults and peers, develop a sense of personal identity, and work cooperatively with others. | Yes No Unknown Codes |
| 350 | KG Cognition and General Knowledge | O | Report yes, no, or unknown as to whether the child has age-appropriate thinking and problem-solving skills as well as knowledge about particular objects and the way the world works, including mathematical knowledge, abstract thought, and imagination. | Yes No Unknown Codes |
| 351 | KG Approaches Toward Learning | O | Report yes, no, or unknown as to whether the child has age-appropriate use of skills and knowledge, including curiosity, creativity, confidence, persistence, and initiative. | Yes No Unknown Codes |
| 352 | KG Language and Literacy | O | Report yes, no, or unknown as to whether the child has age-appropriate communication skills such as listening, speaking, and phonological awareness as well as early literacy skills for print awareness, story sense, early writing, and the connection of letters to sounds. | Yes No Unknown Codes |
| 353 | On Track to Graduate | O | Based on the student's ICAP, the student is making expected progress toward meeting graduation requirements. | Yes No |
| 354 | Credits Earned | O | The cumulative credits earned toward meeting graduation requirements at this time. | |

MOSIS February Student Graduate Follow-up

The Student Graduate Follow-up file collects one record for each student reported as graduating the previous year. This file also includes students reported as an IEP dropout or a CTE Concentrator GED dropout. Most of the information is required for reporting on Perkins and Career Technical programs.

Student Graduate Follow-up is collected for both high school and postsecondary/adult students.

February Cycle – File Quick Notes

| | |
|----------------------------|-------------------------------------|
| Collection Name: | February Student Graduate Follow-up |
| Abbreviation: | Student Graduate Follow-up (GRD) |
| Availability Date: | January 17 |
| Due Date: | February 15 |
| File Pair: | None |
| Collection Version: | 2023Feb1.0StuGradFllw |

Student Graduate Follow-up data are used to populate portions of Core Data screens 08 – Attendance Center, 26 – Career Education Follow-up, 27 – Career Education Follow-up Sending School, and 29 – Postsecondary Adult Follow-up. *See Exhibit 37 for a detailed Core Data screen crosswalk.*

Reporting Student Graduate Follow-up Data

Student Graduate Follow-up records are reported by the district or the postsecondary institution where the student graduated. This file also includes records reported by the district where the student was an IEP dropout or a CTE Concentrator GED dropout.

Linkages Between Files

One record should be submitted for every secondary student that was reported as a graduate, IEP dropout, or CTE Concentrator GED dropout in the previous year's June Student Core, Enrollment and Attendance file. Postsecondary institutions should submit one record for every postsecondary student that completed a career and technical education program in a postsecondary education program during the previous school year.

File Layout: February Cycle Student Graduate Follow-up

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts or charters what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition, and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found [here](#). Code sets may be referenced in Exhibit 38.

| Student Graduate Follow-up – February Cycle | | | | |
|---|-----------------------------|-----|--|-------------------------------------|
| Item | Item Name | Feb | Definition | Code Set |
| 005 | Collection Version | R | Collection version should contain this value '2023Feb1.0StuGradFlw' for the 2023 Student Graduate Follow-up February Cycle file layout. | |
| 010 | Current School Year | R | The ending year of the current school year. For example, use '2023' for the 2022-23 school year. | |
| 025 | Reporting District Code | R | DESE-assigned six-digit county-district code for the district reporting. | DESE District Codes |
| 030 | Reporting School Code | R | DESE-assigned four-digit school code for the school reporting. | DESE School Codes |
| 035 | CTE Attending District Code | C | DESE-assigned six-digit county-district code of the district where the student received career technical education if applicable. | DESE District Codes |
| 040 | CTE Attending School Code | C | DESE-assigned four-digit school code of the school where the student received career technical education if applicable. | DESE School Codes |
| 045 | MOSIS Student ID | R | State-assigned student identifier. See https://dese.mo.gov/data-system-management/core-datamosis for more information. | |
| 050 | Local Student ID | O | Local student ID maintained by the district. Allows for data to be associated to local systems from DESE source systems. | |
| 055 | Legal Last Name | C | Legal last name. | |
| 060 | Legal First Name | C | Legal first name. | |
| 065 | Legal Middle Name | O | Legal middle name. | |
| 070 | Legal Name Suffix | O | Legal name suffix. E.g., Jr, Sr. | |
| 075 | Date of Birth | R | Date of birth. | |
| 080 | Social Security Number | C | Required for adult student taking special adult programs. Social Security Number. Formats allowed (999999999) or (999-99-9999). | |
| 085 | Gender | R | Gender. | Gender Codes |
| 090 | Race/Ethnicity | R | Pre-defined Race/Ethnic code. | PAP Race Ethnicity |

| Student Graduate Follow-up – February Cycle | | | | |
|---|------------------------|-----|---|------------------------|
| Item | Item Name | Feb | Definition | Code Set |
| 095 | Perkins Concentrator | C | A student who has achieved Perkins Concentrator status. Secondary student in grade 9-12 who completed at least two courses in a single career and technical education program. Postsecondary student who has earned a minimum of 12 or more CTE credits in any department-approved career education program. An Adult student who has earned a minimum of 500 or more clock hours in any department-approved career education program. | Yes No |
| 100 | IEP/Disabled | R | Classification is defined as an individual with a physical or mental impairment that substantially limits one or more of the major life activities of such individual; a record of such an impairment; or being regarded as having such an impairment. | Yes No |
| 105 | Disadvantaged | C | Disadvantaged is defined as students who are eligible for free or reduced price lunch or Pell Grants. | Yes No |
| 110 | Nontraditional Student | C | Only collected for postsecondary and adult students taking special adult programs. Classification is defined as persons entering a career education training program or occupation nontraditional to their gender. | Yes No |
| 115 | Single Parent | C | Only collected for adult students taking special adult programs. Classification is defined as an individual who is unmarried or separated from their spouse and is pregnant or has sole or joint custody of a minor child or children. | Yes No |
| 120 | Displaced Homemaker | C | Only collected for adult students taking special adult programs. Classification is defined as an individual who has worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills; or has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest dependent child will become ineligible to receive assistance under social security; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. | Yes No |
| 125 | Other Barriers | O | Only collected for adult students taking special adult programs. Classification is defined as individuals who under previous career education legislation were considered educationally disadvantaged. Educationally disadvantaged means an individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, whose secondary grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0), or who fails to attain minimum academic competencies. This definition does not include individuals with learning disabilities. | Yes No |

| Student Graduate Follow-up – February Cycle | | | | |
|---|------------------------|-----|---|---|
| Item | Item Name | Feb | Definition | Code Set |
| 130 | LEP/ELL | C | DESE-assigned LEP/ELL code set. This code set is used to declare if a student is an English Learner receiving services, English Learner not receiving Title III services due to parent request, first year monitored English Learner, second year monitored English Learner, former English Learner Accountability Year 3, or former English Learner Accountability Year 4. English Learner - In coordination with the state's definition based on Section 8101(20) of the ESEA, as amended by the ESSA, the term 'English learner', when used with respect to an individual, means an individual: (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or a secondary school; (C) (who is i, ii, or iii) (i) who was not born in the United States or whose native languages are languages other than English; (ii) (who is I and II) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who come from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual (who is denied i or ii or iii)[1] (i) the ability to meet the challenging State academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society. Note - To be classified as an English learner, an individual must be A, B, C, and D. For C, an individual can be i, ii, or iii. If C-ii, the individual must be I and II. For D, an individual must be denied i or ii or iii.[2] | LEP Codes |
| 135 | Follow-up Status | R | Follow-up status for end-of-year graduates. | Followup Status Codes |
| 140 | CTE Placement Relation | C | CTE Placement relation. The relationship between Vocational education and Follow-up Status. Required for all students who have a career status code of CHS or CNP (Perkins Concentrator). Not required for students who have an NHS, LTO, or PHS career status code. | Followup Placement Relation Codes |
| 145 | CIP Code | C | Classification of Instructional Programs Code. Required for all students who have a career status code of CHS or CNP (Perkins Concentrator). Not required for students who have an NHS, LTO, or PHS career status code. | |
| 150 | CTE Program Code | O | Career Education program code. Exhibit 9 in Core Data Manual. | CTE Program Codes |

| Student Graduate Follow-up – February Cycle | | | | |
|---|-------------------------------|-----|---|------------------------|
| Item | Item Name | Feb | Definition | Code Set |
| 155 | Placement Zip Code | O | Only collected for postsecondary and adult students taking special adult programs. Five-digit Postal Zip Code for the students' placement status. Employed students should report the Zip Code of their place of employment. Continuing Education students should report the Zip Code of their institution of continued education. Military students should report the Zip Code closest to their military station. Unemployed students should report their home Zip Codes. Students located outside the United States or Status Unknown should report Zip Code 99998. | |
| 160 | Educator SSN | O | Educator's Social Security Number. | |
| 162 | SPED Follow-up Definition Met | C | Required if IEP/Disabled is Y and Followup-Status is a type of Continuing education or Employment. Report (Y)es or (N)o Meets the Special Education definition related to follow-up status: Enrolled for at least one complete term (Continuing education) or Worked for a period of 20 hours a week for at least 90 days (Employment). | Yes No |
| 165 | NSC Comment | C | Required if student was not found or does not match follow-up status in National Student Clearinghouse. | |

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April Cycle

The **April Cycle MOSIS** submission is due April 30. **MOSIS** includes student demographic data that will be linked to the student's state assessment records. Data are reported in the Student Core file.

| | | |
|------------|--------------|-----------------|
| MOSIS File | Student Core | Due by April 30 |
|------------|--------------|-----------------|

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MOSIS April Student Core

The April Student Core file requires a single record for each student that has taken or will take a state assessment this school year. All students may be included. This file collects student demographic data. All students, kindergarten through grade 12, are reported in the April Student Core file. ***(There is no count date for April; however, each student who has taken a state assessment needs to be included.)***

April Student Core data does not populate any Core Data screens for this cycle.

April Cycle – File Quick Notes

| | |
|----------------------------|--------------------|
| Collection Name: | April Student Core |
| Abbreviation: | Student Core (STC) |
| Availability Date: | April 3 |
| Due Date: | April 30 |
| File Pair: | None |
| Collection Version: | 2023Apr1.0StuCore |

Reporting Student Core

Generally, the district that is providing instruction reports Student Core records. However, when a public school district pays tuition for a resident student to attend a non-public or private institution, the resident district reports the Student Core record. The residency status for these students is Resident II (R2). *Refer to Exhibit 21 for more information detailing Residency Status.*

File Layout: April Cycle Student Core

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts or charters what data must be submitted and in what format they must be submitted.

Included below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition, and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found [here](#). *Code sets may be referenced in MOSIS Exhibit 38.*

| Student Core – April Cycle | | | | |
|----------------------------|------------------------------|-----|--|-------------------------------------|
| Item | Item Name | Apr | Definition | Code Set |
| 005 | Collection Version | R | Collection version should contain this value '2023Apr1.0StuCore' for the 2023 Student Core April Cycle file layout. | |
| 010 | Current School Year | R | The ending year of the current school year. For example, use '2023' for the 2022-23 school year. | |
| 015 | Attending District Code | R | DESE-assigned six-digit county-district code for the district of attendance. | DESE District Codes |
| 020 | Attending School Code | R | DESE-assigned four-digit school code for the school of attendance. | DESE School Codes |
| 025 | Reporting District Code | R | DESE-assigned six-digit county-district code for the district reporting. | DESE District Codes |
| 030 | Reporting School Code | R | DESE-assigned four-digit school code where the student is being reported from. | DESE School Codes |
| 035 | Resident District Code | R | DESE-assigned six-digit county-district code for the district of residence. E.g., K-8 Resident II student attending high school in a different district would have Resident District Code populated with XXXXXX and the “Attending District Code” populated with YYYYYY representing the district of enrollment. | DESE District Codes |
| 040 | Resident School Code | R | DESE-assigned four-digit school code for the school of residence. | DESE School Codes |
| 045 | Teacher Name (Pre-Code Sort) | O | Used for sort order. Can be teacher/examiner/class name. | |
| 050 | MOSIS Student ID | R | State-assigned student identifier. | |
| 055 | Local Student ID | O | Local student ID maintained by the district. Allows for data to be associated to local systems from DESE source systems. | |
| 060 | Legal Last Name | R | Legal last name. | |
| 065 | Legal First Name | R | Legal first name. | |
| 070 | Legal Middle Name | O | Legal middle name. | |
| 075 | Legal Name Suffix | O | Legal name suffix. E.g., Jr, Sr. | |

| Student Core – April Cycle | | | | |
|----------------------------|------------------------------|-----|---|---|
| Item | Item Name | Apr | Definition | Code Set |
| 080 | Date of Birth | R | Date of birth. | |
| 090 | County | O | County in which the student resides. | County Codes |
| 095 | Student Grade Level | R | Grade level as of the time data is being submitted unless otherwise specified. | Student Grade Level Codes |
| 100 | Gender | R | Gender. | Gender Codes |
| 105 | Race/Ethnicity | R | Pre-defined Race/Ethnic code. | Race Ethnicity Codes |
| 110 | Lunch Status | R | DESE-assigned lunch status code. Indicate whether a student is eligible for free or reduced lunch. | Lunch Status Codes |
| 115 | Gifted | R | Gifted status of student at time of submission. | Gifted Codes |
| 120 | Homeless | R | The primary nighttime residence is the basis for identifying homeless children and youth. Provide code that identifies primary nighttime residence. | Homeless Codes |
| 125 | Migrant | R | A Migrant is a student who has moved across school district boundaries within the preceding 36 months to seek or obtain (or to accompany or join a parent, spouse, or guardian who is seeking to obtain) temporary, seasonal employment in agriculture or fishing, or to work in a beef, poultry, or pork processing plant. | Migrant Codes |
| 130 | In building less than a year | R | Yes = any student who was not enrolled in the building the last Wednesday in September OR was not enrolled in the building during the MAP administration OR was not enrolled in the building at least half of the eligible days between the last Wednesday in September and the MAP administration. | Yes No |
| 135 | In district less than a year | R | Yes = any student who was not enrolled in the district the last Wednesday in September OR was not enrolled in the district during the MAP administration OR was not enrolled in the district at least half of the eligible days between the last Wednesday in September and the MAP administration. | Yes No |
| 140 | Voluntary Transfer Student | R | Designation for students who reside in the St. Louis City school district but who voluntarily enroll in a St. Louis County school district or a student who resides in a St. Louis County school district but attends the St. Louis City school district. The transfer must have been a result of the desegregation settlement agreement. | Yes No |
| 145 | A+ Student | O | Required if student is in grade 09, 10, 11, or 12. DESE-assigned A+ codes that designate if a student is an A+ participant or completer. | APlus Codes |
| 150 | Number of Months in USA | C | Required if student is LEP/ELL. This identifies the number of months (cumulative) that an LEP/ELL student has been in the United States as of April 1st for the reporting year. If the student has been in the US for less than 36 months report the actual cumulative months in the US, otherwise report 36 for months in USA for them. | |

| Student Core – April Cycle | | | | |
|----------------------------|--|-----|--|------------------------------------|
| Item | Item Name | Apr | Definition | Code Set |
| 155 | Immigrant | O | Designation for students who are aged 3 through 21, were not born in any state, and have not been attending one or more schools in any one or more states for more than three full academic years. | Immigrant Codes |
| 160 | ELL Primary Language | O | The name of the specific language or dialect that students use to communicate at home. Required if student is reported as ELL/LEP (RCV or NRC). ELL Primary Language Codes can be found at https://dese.mo.gov/data-system-management/core-datamosis . | ISO Language Codes |
| 165 | LEP/ELL | R | DESE-assigned LEP/ELL code set. This code set is used to declare if a student is an English Learner receiving services, English Learner not receiving Title III services due to parent request, first year monitored English Learner, second year monitored English Learner, former English Learner Accountability Year 3, or former English Learner Accountability Year 4. English Learner - In coordination with the state's definition based on Section 8101(20) of the ESEA, as amended by the ESSA, the term 'English learner', when used with respect to an individual, means an individual: (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or a secondary school; (C) (who is i, ii, or iii) (i) who was not born in the United States or whose native languages are languages other than English; (ii) (who is I and II) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who come from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual (who is denied i or ii or iii)[1] (i) the ability to meet the challenging State academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society. Note - To be classified as an English learner, an individual must be A, B, C, and D. For C, an individual can be i, ii, or iii. If C-ii, the individual must be I and II. For D, an individual must be denied i or ii or iii.[2] | LEP Codes |
| 170 | ELL Exit <u>No data are required to be reported in this field.</u> | O | Method used to re-classify the student as non-LEP. <u>No data are required to be reported in this field.</u> | |

| Student Core – April Cycle | | | | |
|----------------------------|-----------------------------|-----|---|---|
| Item | Item Name | Apr | Definition | Code Set |
| 175 | ELL Exit Test | O | English Proficiency Assessment used to re-classify the student as non-LEP. | LEP ELL Exit Test Codes |
| 180 | ESOL Instructional Model | O | A language instruction educational program (LIEP) is a course in which an English learner is placed in order to develop and attain English proficiency while meeting challenging State academic standards. An LIEP may include instruction in English and a child's native language, and English proficient children may participate in the course if the course is designed to enable all participating children to become proficient in English and a second language (ESEA section 3201(7)). | ESOL Model Codes |
| 185 | Missouri Option Program | O | Student who has or is participating in the Missouri Option Program. | Yes No |
| 190 | H.S. Career Ed Student | O | Designation for students in grades 9-12 who have completed or are currently taking a Career Education course approved by DESE. | HS CareerED Codes |
| 195 | Title I | R | This identifies a student who is receiving Title I services. In a targeted assistance program, only students receiving direct Title I services should be designated. All students in a Title I school wide program should be designated as Title I. If the school building does not receive Title I funds, none of the students in that school building should be designated as Title I. | Yes No |
| 200 | Title III | O | This identifies an ELL student who is receiving services funded through Title III-LEP. | Yes No |
| 205 | Residency Status | O | DESE-assigned residency status code for student being reported, e.g., Resident I, Resident II, Non-Resident. | Resident Status Codes |
| 210 | Membership FTE | O | Report student's average hours per week divided by total possible hours the student could attend in a week. | |
| 215 | One Prior 10 Day Attendance | N | Required for students with residency status of R1, R2, FL, or DI. Enter "N" if the student attended at least one of the 10 school days prior to the count date. Enter "Y" if the student was absent from all 10 school days prior to the count date. September Membership count date is the last Wednesday in September. January Membership count date is the last Wednesday in January. | Yes No |
| 220 | Enrolled On Count Date | N | Enrolled On Count Date is a flag that designates the student was enrolled on the count date targeted by the cycle. October Cycle count date is the last Wednesday in September. December Cycle count date is December 1. February Cycle count date is the last Wednesday in January. | Yes No |
| 225 | Enrolled All Year | O | Enrolled All Year flag indicates the student was enrolled in the district since the last Wednesday in September until the final day of the school year. | Yes No |

| Student Core – April Cycle | | | | |
|----------------------------|--|-----|---|---|
| Item | Item Name | Apr | Definition | Code Set |
| 230 | First Year Freshman | O | Required for students in grade nine. Designates the current school year as the student's first high school freshman year. Only report for grade nine students. | Yes No |
| 235 | GPA | O | Required if student is in grade nine or 10. Student's annual non-cumulative Grade Point Average (GPA). GPA can be reported with three decimal places. | |
| 240 | GPA Scale | O | Required if student is in grade nine or 10. Grading scale (11 or 4) used by the district attended by the student. | GPAScale Codes |
| 245 | 8th Grade Tech Literacy No data are required to be reported in this field. | O | Student meets or exceeds ESEA eighth grade technology literacy requirements. No data are required to be reported in this field. | Tested Codes |
| 250 | Aerobic Capacity | O | Not reported in this cycle. DESE-assigned fitness test code representing scoring results as measured through administration of (1) the PACER (Progressive Aerobic Cardiovascular Endurance Run) or (2) one mile run/walk. | Physical Fit Assessment Codes |
| 255 | Abdominal Strength | O | Not reported in this cycle. DESE-assigned fitness test code representing scoring results as measured through administration of (1) curl-up test (one minute), (2) curl-up test (cadence), or (3) partial curl-ups. | Physical Fit Assessment Codes |
| 260 | Upper Body Strength | O | Not reported in this cycle. DESE-assigned fitness test code representing scoring results as measured through administration of (1) push-ups, (2) pull-ups, (3) modified pull-ups, or (4) flexed arm hang. | Physical Fit Assessment Codes |
| 265 | Flexibility | O | Not reported in this cycle. DESE-assigned fitness test code representing scoring results as measured through administration of (1) sit and reach, (2) back-saver sit and reach or (3) V-sit reach. | Physical Fit Assessment Codes |
| 270 | IEP Disability | R | Report most dominant disability. | Disability Codes |
| 275 | MAP-Alternate | R | Designations for a student whose IEP team has determined that the student is eligible for the MAP Alternate (MAP-A) Assessment. | Yes No |
| 280 | Special Education Placement | O | Required for students with an IEP. Code that identifies special education placement category. | SPED Placement Codes |
| 285 | SPED Program Exit Code | O | Code that identifies status of exit using Special Education exit categories. | SPED Program Exit Codes |
| 286 | Truant | O | Required for all students except grade PK. Truant student has 10 or more cumulative days of unexcused absence from the school district. Days of absence must be unique; do not count absence from two separate buildings in one day as two days of unexcused absence. | Yes No |

| Student Core – April Cycle | | | | |
|----------------------------|------------------------------------|-----|---|--|
| Item | Item Name | Apr | Definition | Code Set |
| 288 | Supplemental Education Service | O | Identify if a student is eligible, has been offered, applied for but was denied, or received Supplemental Educational Services (SES). Supplemental educational services provide additional academic instruction designed to increase the academic achievement of low-income students in Title I schools in their second and subsequent years of school improvement, corrective action or restructuring. These services by DESE approved providers include academic assistance through tutoring that are consistent with the content and instruction used by the local educational agency (LEA) and are aligned with the state's academic content standards. Supplemental educational services must be provided outside of the regular school day. | Supple ED Services Codes |
| 290 | Career Cluster | O | Required for secondary career education students who are identified as Perkins Participants or Concentrators (please review the HS Career Ed code set for the definition of a Concentrator). 16 Career Education clusters used by DESE to identify the primary career education path. | CTE Cluster Codes |
| 292 | Nontraditional Student (Secondary) | O | Required for secondary career education students. Classification is defined as persons entering a career education training program or occupation nontraditional to their gender. An enrollment of 75% of one gender is considered traditional. | Yes No |
| 294 | Single Parent (Secondary) | O | Required for secondary career education students. Classification is defined as an individual who is unmarried or separated from their spouse and is pregnant or has sole or joint custody of a minor child or children. | Yes No |
| 296 | Displaced Homemaker (Secondary) | O | Required for secondary career education students. Classification is defined as an individual who has worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills; or has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest dependent child will become ineligible to receive assistance under social security; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. | Yes No |
| 298 | CTE Technical Skills Attainment | O | Required for secondary, postsecondary, and adult career technical education (CTE) students identified as Perkins Concentrators. Provide the Technical Skill Attainment result or circumstance associated with the student's technical assessment. | CTE TSA Testing Codes |
| 300 | K-8 Graduate District Code | C | Required for grade nine and 10 non-resident students who graduated eighth grade from a K-8 district. DESE six-digit district code of the K8 district from which the student graduated eighth grade and has remained a resident of the K-8 district. | K-8District Codes |

| Student Core – April Cycle | | | | |
|----------------------------|--------------------------------|-----|--|--|
| Item | Item Name | Apr | Definition | Code Set |
| 302 | ECO Entry Date | O | Date of entry into ECSE program. | |
| 304 | ECO Entry Indicator 1 | O | Rating at entry into ECSE for Positive social-emotional skills. | ECO Indicator Codes |
| 306 | ECO Entry Indicator 2 | O | Rating at entry into ECSE for Acquisition and use of knowledge and skills. | ECO Indicator Codes |
| 308 | ECO Entry Indicator 3 | O | Rating at entry into ECSE for Use of appropriate behaviors to meet needs. | ECO Indicator Codes |
| 310 | ECO Exit Date | O | Date of exit from ECSE program. | |
| 312 | ECO Exit Indicator 1 | O | Rating at exit from ECSE for Positive social-emotional skills. | ECO Indicator Codes |
| 314 | ECO Exit Indicator 2 | O | Rating at exit from ECSE for Acquisition and use of knowledge and skills. | ECO Indicator Codes |
| 316 | ECO Exit Indicator 3 | O | Rating at exit from ECSE for Use of appropriate behaviors to meet needs. | ECO Indicator Codes |
| 318 | CTE Program Code | O | The Career Education program where the student's main concentration is. Career Education program code. Exhibit 9 in Core Data Manual. | CTE Program Codes |
| 320 | Title III LEP | C | Conditional and required if LEPELL is RCV. Collects if the LEP student was Title III funded. Codes (TF) Title III Funded, (NF) Not Title III Funded, (NE) Not Eligible for Funding. | Title 3 Fund Codes |
| 321 | Title III Immigrant | O | Conditional and required if Immigrant is RCV. Collects if the immigrant was Title III funded. Codes (TF) Title III Funded, (NF) Not Title III Funded, (NE) Not Eligible for Funding. | Title 3 Fund Codes |
| 322 | First Freshman Year | O | Report the four digit school year in which the student first attended the ninth grade for students not previously enrolled in a Missouri public school district in grades 09, 10, 11, 12. | |
| 323 | Zip Code | O | Five- or nine-digit Postal Zip Code for the primary residence of the student. | |
| 324 | Industry Recognized Credential | N | The department-approved industry-recognized credential/certification received by student. | Industry Recognized Credential Codes |
| 325 | Military | R | Consistent with the Every Student Succeeds Act (ESSA), and 10 U.S.C 101(a)(4) and 101(d)(1), and 101(d)(5). An indication that the student has a parent or guardian that is a member of the Armed Forces on active duty or on full-time National Guard duty. | Military Codes |
| 326 | MPP | O | Student is participating in the district's Missouri Preschool Program. Required for PK students in districts with an approved Missouri Preschool Program. | Yes No |

| Student Core – April Cycle | | | | |
|----------------------------|-------------------------|-----|---|---|
| Item | Item Name | Apr | Definition | Code Set |
| 327 | Foster Care | R | Report as of time of submission. Consistent with the Fostering Connections Act, “foster care” means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and preadoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the state, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made. (45 C.F.R. § 1355.20(a)). | Yes No |
| 328 | PK Eligible State Aid | O | Reported if an eligible district has selected the PK student to have attendance hours claimed for state aid. PK student must meet all required criteria for eligibility (163.018.1, RSMo). Maximum PK students selected not to exceed 4% of the district’s 5-18 year old FRL population. | Yes No |
| 329 | Kindergarten Readiness | O | Child has overall age-appropriate skills and behaviors that indicates the child is ready for kindergarten. (This should not be used to determine if the child is eligible for kindergarten.) | Yes No Unknown Codes |
| 330 | High Need Student | N | An IEP student whose educational costs exceed three times the LEA’s current expenditure per Average Daily Attendance (ADA). | Yes No |
| 331 | Dyslexia | O | Universal screening for reading/dyslexia risk factors is required yearly for students in grades K-3. | Dyslexia Codes |
| 332 | Neglected or Delinquent | O | Institutions for neglected children and youth are public or private residential facilities, other than a foster home, that operate primarily for the care of children and youth who have been committed to the institution or voluntarily placed in the institution under applicable state law due to (1) abandonment; (2) neglect; or (3) death of their parents or guardians and have had an average length of stay in the institution of at least 30 days. Institutions for delinquent children and youth are public or private residential facilities, other than a foster home, that operate primarily for the care of children and youth who have been adjudicated delinquent or in need of supervision and have had an average length of stay in the institution of at least 30 days. | Neglected or Delinquent Codes |
| 333 | CTE Certificate | O | Only CTE Concentrators (with 3 credits in a program of study) that graduate and meet all of the criteria set forth by the State Board of Education are eligible to receive a CTE Certificate. Report Yes for students receiving the certificate. | Yes No |

| Student Core – April Cycle | | | | |
|----------------------------|------------------------|-----|---|--|
| Item | Item Name | Apr | Definition | Code Set |
| 334 | Instruction Method | O | Report the predominant instruction method for the student based on the reporting period of time. The October collection reflects the beginning of the school year until the October collection date. The February collection reflects the period from October through the February collection date. The June collection reflects the period from February through the end of the school year. | Instruction Method Codes |
| 335 | Internet Access | O | Report if the student has internet access available for educational purposes at home. | Yes No Unknown Codes |
| 336 | Device Access | O | Report if a student has access to a device for educational purposes to use at home. | Yes No Unknown Codes |
| 337 | PK Replacement ID | O | Report the MOSIS ID for the PK, PKA, PKP student already claimed for state aid that this PK, PKA, PKP student is replacing. | |
| 338 | Stackable Credential 1 | N | Department-approved series of aligned, recognized, preferred, and/or required credentials (stackable) within an industry or sector that support an individual's ability to obtain related, career employment. Two stackable credentials will equate to one IRC. | Stackable Credential Codes |
| 339 | Stackable Credential 2 | N | Department-approved series of aligned, recognized, preferred, and/or required credentials (stackable) within an industry or sector that support an individual's ability to obtain related, career employment. Two stackable credentials will equate to one IRC. | Stackable Credential Codes |
| 340 | ICAP | O | A plan of student to guide students through coursework and activities for achieving personal career goals, postsecondary planning, and providing individual pathway options. The ICAP is a multi-year process beginning no later than eighth grade that intentionally guides students and families in the exploration of career, academic and multiple postsecondary opportunities. | Yes No |
| 341 | ICAP Review | O | The student's personal plan of study, is reviewed regularly by school personnel and the student's parent/guardian. The review includes the sequence of courses and experiences that prepare a student to reach his or her postsecondary goals. | Yes No |
| 342 | Seal of Biliteracy | N | Missouri Seal of Biliteracy (SoBL) and Distinguished Missouri Seal of Biliteracy is awarded to graduating high school students in districts or charters with an approved DESE program who have demonstrated achievement in English, a Language Other Than English (LOTE) and sociocultural Competence. | Yes No |


| Student Core – April Cycle | | | | |
|----------------------------|------------------------------------|-----|---|---|
| Item | Item Name | Apr | Definition | Code Set |
| 343 | Seal of Biliteracy Language 1 | N | Student shows a high level of achievement in English and an intermediate level of proficiency in another language as outlined in the Missouri Seal of Biliteracy: Implementation Guide (https://dese.mo.gov/media/pdf/curr-eld-sobl-implementation-guide). | Seal of Biliteracy Language Codes |
| 344 | Seal of Biliteracy Language 2 | N | Student shows a high level of achievement in English and an intermediate level of proficiency in another language as outlined in the Missouri Seal of Biliteracy: Implementation Guide (https://dese.mo.gov/media/pdf/curr-eld-sobl-implementation-guide). | Seal of Biliteracy Language Codes |
| 345 | Seal of Biliteracy Language 3 | N | Student shows a high level of achievement in English and an intermediate level of proficiency in another language as outlined in the Missouri Seal of Biliteracy: Implementation Guide (https://dese.mo.gov/media/pdf/curr-eld-sobl-implementation-guide). | Seal of Biliteracy Language Codes |
| 346 | Associate Degree | O | Degree earned after completing two years of study at a junior college, college, or university. Courses must be offered by approved institutions for dual credit/dual enrollment. | Yes No |
| 347 | Associate Degree Institution | O | Institution awarding associate degree. | Approved Dual Credit Codes |
| 348 | KG Physical Well-being and Motor | O | Report yes, no, or unknown as to whether the child has age-appropriate physical abilities, including gross and fine motor skills. | Yes No Unknown Codes |
| 349 | KG Social and Emotional | O | Report yes, no, or unknown as to whether the child has age-appropriate behaviors, including the ability to express emotions, build relationships with adults and peers, develop a sense of personal identity, and work cooperatively with others. | Yes No Unknown Codes |
| 350 | KG Cognition and General Knowledge | O | Report yes, no, or unknown as to whether the child has age-appropriate thinking and problem-solving skills as well as knowledge about particular objects and the way the world works, including mathematical knowledge, abstract thought, and imagination. | Yes No Unknown Codes |
| 351 | KG Approaches Toward Learning | O | Report yes, no, or unknown as to whether the child has age-appropriate use of skills and knowledge, including curiosity, creativity, confidence, persistence, and initiative. | Yes No Unknown Codes |
| 352 | KG Language and Literacy | O | Report yes, no, or unknown as to whether the child has age-appropriate communication skills such as listening, speaking, and phonological awareness as well as early literacy skills for print awareness, story sense, early writing, and the connection of letters to sounds. | Yes No Unknown Codes |

| Student Core – April Cycle | | | | |
|----------------------------|----------------------|-----|--|--|
| Item | Item Name | Apr | Definition | Code Set |
| 353 | On Track to Graduate | O | Based on the student's ICAP, the student is making expected progress toward meeting graduation requirements. | Yes No |
| 354 | Credits Earned | O | The cumulative credits earned toward meeting graduation requirements at this time. | |

June Cycle

The **June Cycle Core Data** and **MOSIS** submissions are due June 30. **Core Data** end-of-year data are reported on screens 08 – Attendance Center, 10 – Actual School Calendar List and Actual Calendar Header, 18A – Educator Evaluation and 38 – Dyslexia Screening. Screens 09 – Discipline Incidents, 12 – Special Education Exiter Counts by Age, 13 – Secondary Headcount, 14 – Attendance, 14A – Resident II Attendance, 14B – Resident II GPA, 17 – Physical Fitness Assessment and 24 – Summer School Courses & Enrollment are populated from MOSIS. **MOSIS** includes end-of-year discipline incidents, special education exiter, secondary headcount, attendance, resident II attendance, resident II grade point average, physical fitness assessment, and summer school courses and enrollment. Data are reported in the Student Core, Student Enrollment and Attendance, Student Discipline, Summer Course Assignment, Summer Student Assignment, and Student Course Completion files.

| | | |
|--|--|---------------------------|
| <p>Core Data Screens</p> <p><i>Screens bolded & italicized have items populated from MOSIS.</i></p> | <p>08 – Attendance Center</p> <p><i>09 – Discipline Incidents</i></p> <p>10 – Actual School Calendar List and Actual Calendar Header</p> <p><i>12 – Special Education Exiter Counts by Age</i></p> <p><i>13 – Secondary Headcount</i></p> <p><i>14 – Attendance</i></p> <p><i>14A – Resident II Attendance</i></p> <p><i>14B – Resident II GPA</i></p> <p><i>17 – Physical Fitness Assessment</i></p> <p>18A – Educator Evaluation</p> <p><i>24 – Summer School Courses & Enrollment</i></p> <p>24A – Summer School Application</p> <p>38 – Dyslexia Screening</p> | <p>Due by June 30</p> |
| <p>MOSIS Files</p> | <p>Student Core</p> <p>Student Enrollment and Attendance</p> <p>Student Discipline</p> <p>Summer Course Assignment</p> <p>Summer Student Assignment</p> <p>Student Course Completion</p> <p>Referrals</p> <p>Career Technical Student Organization (CTSO)</p> <p>ID Cleanup</p> | |



District:

Year: Status: OPEN-Cycle is available for data entry.

Location: Core Data Collection - June Cycle

Edits Summary

| June Cycle Page | Errors | Warnings | DESE Contact | |
|---|--------|----------|--------------------------------------|----------------|
| 09 Discipline Incidents | 0 | 0 | Special Education Data | (573) 751-7848 |
| 10 School Calendar List | 0 | 0 | Data System Management | (573) 522-3207 |
| 10A School Calendar Header | 0 | 0 | School Finance | (573) 751-0357 |
| 10B School Calendar Detail | 0 | 0 | School Finance | (573) 751-0357 |
| 12 Special Education Exiter Counts By Age | 0 | 0 | School Finance | (573) 751-0357 |
| 13 Secondary Headcount | 0 | 0 | Special Education Data | (573) 751-7848 |
| 14 Attendance | 0 | 0 | Data System Management | (573) 522-3207 |
| 14A Resident II Attendance | 0 | 0 | School Finance | (573) 751-0357 |
| 14B Resident II GPA | 0 | 0 | School Finance | (573) 751-0357 |
| 17 Physical Fitness Assessment | 0 | 0 | Data System Management | (573) 522-3207 |
| 18A Educator Evaluation | 0 | 0 | Data System Management | (573) 522-3207 |
| 24 Summer School Courses & Enrollment | 0 | 0 | Educator Quality | (573) 751-1191 |
| 24A Summer School Application | 0 | 0 | Data System Management | (573) 522-3207 |
| 36 Kindergarten Readiness | 0 | 0 | Quality Schools | (573) 751-3190 |
| 38 Dyslexia Screening | 0 | 0 | Quality Schools | (573) 751-0397 |
| | | | Office of College & Career Readiness | (573) 751-2584 |

Links

[Core Data and MOSIS Reference Manual](#) |
 [Missouri School Directory](#) |
 [Missouri Student Information System \(MOSIS\)](#) |
 [Data Acquisition Calendar](#)

Email: coredata-mosis@desse.mo.gov

Current User: Improving Lives through Education

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Core Data Screen 08 – Attendance Center

The Attendance Center screen has two parts: attendance center header data and previous year's graduates' follow-up data. The attendance center header data items are updated in the August Cycle.

The second part of the Attendance Center screen, Follow-up on Previous Year's Graduates, is populated by MOSIS for districts that had graduates the previous year. Elementary districts and colleges **do not** complete the Follow-up on Previous Year's Graduates. Information about the graduates is reported by male/female, racial/ethnic categories (*see Exhibit 2*), and IEP. IEP includes only those graduates eligible under IDEA in the categories specified in Exhibit 18. All follow-up data are displayed from the MOSIS Graduate Follow-up file. The Employment category includes only graduates that are reported as competitively employed. Competitive employment is comprised of compensation at or above minimum wage; comparable pay rate, benefits, and opportunities for advancement for persons with and without disabilities; and settings with others who are nondisabled.

The Safe School Violations are the number of safe school violations which occurred at an attendance center and are reported in the June Cycle.

Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

District: Year: Status: OPEN-Cycle is available for data entry.

School:

Location: Core Data Collection - June Cycle - 08 Attendance Center

Building Details

Name: Grade Span: -

Phone: Fax:

Street Address: Mailing Address:

City: Zip:

Website: NCES ID:

NCES School Type:

Building Administrator

Title: Last Name: First Name: MI:

Position: Yrs in District:

Email:

Magnet: T1: Migrant: A+: A+ Assurance:

Safe School Violations: *Reported in June Cycle*

Charter School

Sponsor: Non-LEA: ☐ Probation: ☐ Creation: ☐

Follow-Up On 20 - 20 Graduates (February Cycle):

| | Male | Female | Totals | BLK | WH | HSP | Male: ASN | IND | Female: PAC | MULTI | Total: IEP | COOP |
|----------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 4-Year College | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 2-Year College | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Non-College | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Military | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Employment | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Unknown | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Other | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Totals | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Email: coredata-mosis@dese.mo.gov **Populated from MOSIS February Cycle**

Current User: **Last Modified User:** **Last Modified Date:**

Improving Lives through Education

Item Definitions – Screen 08-Attendance Center

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, and Location.

Building Data – Basic data entered in the August Cycle.

A+ – If the box next to A+ is blank and your school would like to become A+ designated, please follow the link titled “A+ Assurance,” to ensure your school agrees to the assurances on the form titled, “Notification of Assurances.”

Please ensure that the contact information for the district’s A+ Coordinator is correct on Core Data Screen 03 of the August Cycle. (*Display only.*)


- Once the SBOE has approved your school, the Commissioner’s Office will send a designation letter to each approved district A+ Coordinator.
- Once the A+ designation letter is received, DESE will change the designation to D in Core Data, Screen 08 of the current cycle.


A+ Assurance check box – Once your school has agreed to the A+ Assurances on the form titled “Notification of Assurances,” please check the A+ Assurance check box. (*Reported in February Cycle.*)

School – Four-digit school number and name of attendance center. (*Select from drop-down list.*)

Safe School Violations – Number of safe school violations which occurred at attendance center. *See Exhibit 32 for list of safe schools violations.*

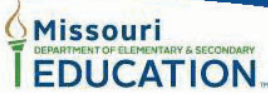
Follow-up on Previous Year’s Graduates – Data about previous year's graduates are headcounts by sex, racial/ethnic categories (*see Exhibit 2*) and IEP (*see Exhibit 18*). **Data are reported for all graduates regardless of the time of graduation during the school year.** (*Populated from MOSIS – February Cycle.*)

 – Click button to save all data on screen.

 – Click button to display list of potential data errors and/or warnings related to data displayed.

Core Data Screen 09 – Discipline Incidents

School districts receiving funds under ESEA and/or the Individuals with Disabilities Education Act (IDEA) are required to report all disciplinary incidents that result in in-school or out-of-school suspension, expulsion or unilateral removal to an interim educational setting for one half day or more. The data submitted satisfies the discipline-related reporting requirements for school districts under the federal Gun-Free School Act, ESEA, IDEA, and the state law Section 160.522, RSMo, concerning school district report cards. The Discipline Incidents screen displays data from the MOSIS Student Discipline file.



District:
Year: **Status:** OPEN-Cycle is available for data entry.
School:
Location: Core Data Collection - June Cycle - 09 Discipline Incidents

| Line | ID | Grade | Date of Offense (MM/DD/YYYY) | Offense | Weapon | Race | Gender (M/F) | LEP (Y/N) | Disability | Removal | Length | Mod Len (Y/N) | Alt Plc (Y/N) |
|------|----|-------|------------------------------|---------|--------|------|--------------|-----------|------------|---------|--------|---------------|---------------|
| - | | | | | | | | | | | | | |
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Email: coredata-mosis@dese.mo.gov
Current User: **Last Modified User:** **Last Modified Date:**
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Item Definitions – Screen 09-Discipline Incidents

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location, and Help.

School – Four-digit school number and name of attendance center in which student committing offense is enrolled. *(Select from drop-down list.)*

The following items are displayed from the MOSIS Student Discipline File:

Line – A sequential number for each line. (Assigned by the system.)

ID – A unique identification number for each student.

Grade – Grade level of student committing offense.

Date of Offense – Date (MM/DD/YYYY) of offense resulting in removal.

Offense – Nature of offense resulting in removal of student from regular school setting.

W – Weapon. Device or instrument capable of causing serious bodily injury. Does not include a knife with a blade of less than 2½ inches in length (18 U.S.C. § 930).

A – Alcohol. Use, possession, sale, or solicitation of intoxicating alcoholic beverages.

D – Drug. Use, possession, sale, or solicitation of drugs. A list of drugs is identified in (21 U.S.C. § 812). Does not include alcohol or tobacco.

N – Violent Act Without Injury. A violent act that does not result in a serious bodily injury.

T – Tobacco. Use, possession, sale, or solicitation of tobacco.

E – E-Cigarettes. Vaping. Use, possession, sale, or solicitation of e-cigarette products.

V – Violent Act With Injury. Act resulting in a serious bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious physical disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or faculty.

O – Other. Other offenses not listed above.

Weapon – Type of weapon involved in the offense. For further clarification on weapons, see (18 U.S.C. § 921).

N – None. No weapon involved in offense.

K – Knife. Does not include a knife with a blade of less than 2 ½ inches in length. For further clarification, see (18 U.S.C. § 930).

H – Handgun. For further clarification, see (18 U.S.C. § 921).

R – Rifle/Shotgun. For further clarification, see (18 U.S.C. § 921).

F – Other Firearm. Does not include BB guns or air rifles. For further clarification, see (18 U.S.C. § 921).

W – Other Weapon. Other device or instrument, not listed above, capable of causing serious bodily injury. Does not include a knife with a blade of less than 2½ inches in length. For further clarification, see (18 U.S.C. § 930).

Race – Race of student committing the offense. *See Exhibit 2 for the definition of each racial/ethnic category.*

A – Asian.

B – Black or African American.

H – Hispanic or Latino Ethnicity.

I – American Indian or Alaska Native.

W – White.

P – Native Hawaiian or Other Pacific Islander.

M – Multiracial (Demographic Race Two or More Races).

Gender – Gender of student committing the offense. Valid entries are Male, Female.

LEP – Limited English Proficiency status of student committing the offense. Valid entries are “Y” – Yes and “N” – No.

Disability – Disability category, if any, of student committing the offense. If student has no Individualized Educational Program (IEP), valid entry is None. Report category of student receiving special education services as outlined in the student’s IEP. *See Exhibit 18 for list of valid disability categories and definitions.*

Removal – Type of disciplinary action used to remove student committing the offense from current educational setting.

ISS – In School Suspension. Removal of student from regular classroom setting (within a school building) for a fixed amount of time with student automatically returning to regular classroom setting after the suspension is completed.

OSS – Out of School Suspension. Removal of student from regular school for a fixed amount of time with student automatically returning to school after the suspension is completed.

EXP – Expulsion. Removal of student from school and by local board action for an indefinite period of time until student is reinstated by local board of education.

UR – Unilateral Removal. School personnel (not IEP team) ordered removal of student with disabilities from current educational placement to an appropriate interim educational setting for same amount of time that a child without disabilities would be subject to discipline, but for not more than 45 days.

Length – Length of time student committing offense is removed from current educational placement.


1 – 1 Day. Report each removal of ½ day up to one full day.

2 – 2 Consecutive Days. Report each removal.

- 3** – 3 Consecutive Days. Report each removal.
- 4** – 4 Consecutive Days. Report each removal.
- 5** – 5 Consecutive Days. Report each removal.
- 6** – 6 Consecutive Days. Report each removal.
- 7** – 7 Consecutive Days. Report each removal.
- 8** – 8 Consecutive Days. Report each removal.
- 9** – 9 Consecutive Days. Report each removal.
- 10** – 10 Consecutive Days. Report each removal.
- 11⁺** – 11-45 Consecutive Days. Report each removal.
- 46⁺** – 46-89 Consecutive Days. Report each removal.
- 90⁺** – 90⁺ Days consecutively, but less than one year. Report each removal.
- 1 yr** – One (1) Year. Report each removal.

Mod Len – Modified Length. Expelled student whose length of removal was modified (shortened) by chief administrative officer of the school district. Valid entries are “Y” – Yes and “N” – No.

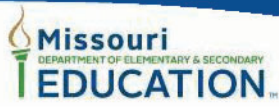
Alt Plc – Alternative Placement. Expelled student receiving educational services in an alternative educational setting. Valid entries are “Y” – Yes and “N” – No.

 **Edits** – Click button to display list of potential data errors and/or warnings related to data displayed.

Core Data Screen 10 – Actual School Calendar List

The School Calendar List screen displays the list of school calendars reported for the district and allows districts to access the Screen 10 – Calendar Header. Summary information from the Screen 10 – Calendar Header is also displayed for each calendar. No data entry is required on this screen.

Additional information regarding School Calendar Requirements and Inclement Weather Days is available on the School Finance website under Finance Topics & Procedures, which can be found [here](#).

**Missouri**
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

District:

Year: **Status:** OPEN-Cycle is available for data entry.

Location: Core Data Collection - June Cycle - 10 Calendar List

| Hdr | School | Grade Span | Half Day Indicator | SDL | Prd | Planned | | Actual | | Special Hours | Min/Week |
|--------|--------|------------|--------------------|-----|-----|---------|-------|--------|-------|---------------|----------|
| | | | | | | Days | Hours | Days | Hours | | |
| Header | | | | | | | | | | | |

Email: coredata-mosis@dese.mo.gov

Current User: Last Modified User: Last Modified Date:

Improving Lives through Education

Reported in August Cycle

Item Definitions – Screen 10-Actual School Calendar List

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location, and Help.

Header – Click button to go to the Calendar Header (Screen 10).

School (Optional Field) – Four-digit school number and name of the attendance center. Used only if the days/hours of attendance are different for attendance centers with the same grade span (for example, two 9-12 high schools with different day lengths or different days of attendance). *(Reported in August Cycle.) [Display only.]*

Grade Span – Lowest and highest grade levels included in this calendar. *(Reported in August Cycle.) [Display only.]*

Half Day Indicator – “A” if calendar is for AM kindergarten or pre-K, “P” for PM kindergarten or pre-K, or blank if kindergarten or pre-K is full day. *(Reported in August Cycle.) [Display only.]*

SDL – Standard day length. Total number of hours between the starting time of the first class and the dismissal time of the last class, minus the time allowed for lunch and one passing time, and minus Channel One time, reported as a decimal equivalent, i.e., six hours and 15 minutes is reported as 6.2500 hours. Passing time and recess time supervised by certificated staff **are** included. The standard day length is reported to four decimal places. *See Exhibit 24A on how to determine the length of the school day. (Reported in August Cycle.) [Display only.]*

Prd – Number of class periods each day (reported only for high schools and departmentalized middle schools and junior high schools). *(Reported in August Cycle.) [Display only.]*

Planned Days/Hours – Total days and hours of school calendar as it is planned at the beginning of the school year calculated from data entered on calendar header screen. *(Reported in August Cycle.) [Display only.]*

Actual Days/Hours – Total days and hours of school calendar as **actually** occurred during the school year calculated from data entered on calendar header screen. *(Display only.)*


Special Hours – Special adjustment makeup hours. *(Display only.)*

Min/Week – Number of instructional minutes per week calculated from standard day length (SDL). *(Reported in August Cycle.) [Display only.]*

Core Data Screen 10 – Actual Calendar Header

The Calendar Header screen summarizes information relative to the planned and actual calendar in terms of meeting statutory hours of attendance. The header screen accepts data entry for the date the calendar was adopted, starting and closing dates, actual weather hours, actual weather makeup hours, actual total school calendar days and hours, standard day length, number of periods per day, and minutes per period.

Inclement Weather Makeup Days reference: <https://dese.mo.gov/media/pdf/inclement-weather-make>.

**Missouri**
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

District:

Year: Status: OPEN-Cycle is available for data entry.

Location: Core Data Collection - June Cycle - 10 Calendar Header

School (Optional)

Grade Span - Half Day Indicator Attending a 4 Day School Week ☐

Calendar List

Reported in June Cycle

Date Calendar Adopted (MM/DD/YYYY)

(MM/DD)
Planned Calendar -

(MM/DD)
Actual Calendar -

Starting Date - Closing Date

Weather Hours

Weather Makeup Hours

Alternative Method of Instruction Hours

Special Adjustment Makeup Hours

Total School Calendar Days/Hours

Standard Day Length: (x.xxxx) Minutes per Week Periods Each Day Minutes Each Period

Comments:

Email: coredata-mosis@dese.mo.gov

Current User: Last Modified User: Last Modified Date:

Improving Lives through Education

Item Definitions – Screen 10-Actual Calendar Header

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location, and Help.

School (Optional Field) – Four-digit school number and name of the attendance center. Use only if the days/hours of attendance are different for attendance centers with the same grade span (for example, two 9-12 high schools with different day lengths or different days of attendance). *(Entered in the August Planned Calendar.)*

Grade Span – Lowest and highest grade levels included in this calendar. *(Entered in the August Planned Calendar.)*

Half Day Indicator – Enter “A” if calendar is for AM kindergarten or pre-K, “P” for PM kindergarten or pre-K, or blank if kindergarten or pre-K is full day. *(Entered in the August Planned Calendar.)*

Attending a 4 Day School Week – Indicator specifying that the district planned before the start of the school year to attend school four days a week. [Section 171.029, RSMo](#), allows a school district board of education to establish a four-day school week or other calendar consisting of less than 174 days in lieu of a five-day school week. School districts establishing less than a 174-day/five-day-a-week school calendar shall operate on a four-hour day minimum/eight-hour day maximum. A school day less than four hours or more than eight hours does not count toward the minimum 142 days or 1,044 hours of actual student attendance requirements. *(Entered in the August Planned Calendar.)*

Date Calendar Adopted (MM/DD/YYYY) – Date the school calendar was adopted by the board of education. *(Entered in the August Planned Calendar.)*

ACTUAL CALENDAR – Reports the school calendar as it **actually** occurred during the school year.

Actual Starting/Closing Date – Actual first day of school for students and actual last day of school for students (month/day format). The last day of school should represent the actual last day of student attendance.

Actual Weather Hours – Number of hours school **was** canceled or shorted due to inclement weather as defined by [Section 171.033, RSMo](#). *(See Exhibit 24B.)*

Actual Weather Makeup Hours – Number of hours school was in session to makeup actual weather hours required per [Section 171.033, RSMo](#). The non-standard day length is reported to four decimal places.

Actual Alternative Method of Instruction Hours – Number of hours the district implemented an Alternative Methods of Instruction (AMI) Plan that was approved by DESE. AMI hours are only for times school is closed due to exceptional or emergency circumstances and are limited to no more than 36 hours during a school year.

Actual Special Adjustment Makeup Days/Hours – Total number of special adjustment makeup days/hours entered by School Finance staff. *(Department use only.)*

Actual Total School Calendar Days/Hours – Total number of actual days school will be in session and total number of actual hours school will be in session. [Section 171.029, RSMo](#).

Standard Day Length – Total number of hours between the starting time of the first class and the dismissal time of the last class, minus the time allowed for lunch and one passing time, and minus Channel One time, reported as a decimal equivalent, i.e., six hours and 15 minutes is reported as 6.2500 hours. Passing time and recess time supervised by certificated staff **are** included. The standard day length is reported to four decimal places. *See Exhibit 24A on how to determine the length of the school day. (Entered in the August Planned Calendar.)*

Minutes per Week – Number of instructional minutes per week calculated from standard day length (SDL). *(Display only.)*

Periods Each Day – Number of class periods in each standard day (reported only for high schools and departmentalized middle schools and junior high schools). *(Entered in the August Planned Calendar.)*

Minutes Each Period – Average number of minutes each class period is held, **excluding** passing time (reported only for high schools and departmentalized middle schools and junior high schools). *(Entered in the August Planned Calendar.)*

Comments – Free-form commentary.

Save – Click button to save all data on screen.

Calendar List – Click button to display corresponding School Calendar List information.

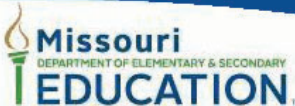
Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

Delete – Click button to delete.

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Core Data Screen 12 – Special Education Exiter Counts by Age

The Special Education Exiter Counts by Age screen **displays** the number of students with disabilities, reported under the IDEA, Part B child count that exited special education during the current school year. The count is an **unduplicated** count by building and age, disability category (Exhibit 18), exit category (Exhibit 20), gender and race/ethnicity (Exhibit 2). All data are reported from the MOSIS Student Enrollment and Attendance and Student Core files.



District:
Year: Status: OPEN-Cycle is available for data entry.
School:

Location: Core Data Collection - June Cycle - 12 Special Education Exiter Counts by Age

Exiter Count: 0

| Line | Disability | Exiter | Male | Female | Total | Black | White | Hispanic | Asian | Indian | Pacific Islander | Multi Racial | LEP |
|------|----------------------|----------------------|----------------------|----------------------|-------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 1 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 2 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 3 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 4 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 5 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Email: coredata-mosis@dese.mo.gov

Current User: Last Modified User: Last Modified Date:

Improving Lives through Education

Item Definitions – Screen 12-Special Education Exiter Counts by Age

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location, and Help.

School – Four-digit school number and name of attendance center. *(Select from drop-down list.)*

Ages – Age of the student as of December 1. *(Select from drop-down list.)*

Exiter Count – Total number of students by age that exited special education during the school year. *(Item is system calculated and displayed.)*

Line – A sequential number for each line assigned by the system.

The following items are displayed from the MOSIS Student Core and Student Enrollment and Attendance Files:

Disability – Code that identifies disability reported (*see Exhibit 18*). Associated title is displayed.

Exiter – Code that identifies status of exiters. Associated exit category is displayed.

- 01 **Returned to Regular Education (valid ages 3-21)** – Students who were served in special education during the school year but returned to regular education as a result of having met the objectives of their IEP. These students no longer have an IEP and are receiving all of their educational services from the regular education program. (01 from SPED Program Exit Code)
- 02 **Graduated with a Diploma (valid ages 17-21)** – Students with disabilities who graduated by earning all required credits through regular or modified classes aligned with state standards. No credits were earned by meeting IEP goals. (G01)
- 03 **Received a Certificate (valid ages 17-21)** – Students with disabilities who exited an educational program through the receipt of a certificate of attendance. This includes students who reached age 21 or otherwise terminated their education and who have met the district's attendance requirements. (D03)
- 04 **Reached Maximum Age (valid ages 20-21)** – Students with disabilities who exited an educational program because they reached the maximum age for receipt of educational services and did not receive a diploma or certificate of attendance. (D04)
- 05 **Died (valid ages 3-21)** – Students with disabilities who died during the school year. (T009)
- 06 **Moved, Known to be Continuing (valid ages 3-21)** – Students with disabilities who moved out of the district and are known to be continuing in another special or regular educational program. This includes students who previously received special education services from the district but left the district to attend a home school or private/parochial school. (T001, T003-T008)
- 07 **Moved, Not Known to be Continuing (valid ages 3-21)** – Students with disabilities who have moved out of the district and are not known to be continuing in any type of educational program, i.e., no records request from another educational program. (D06)

- 08 **Dropped Out (valid ages 14-21)** – Students with disabilities who are enrolled during the year and were not enrolled at the end of the year and did not exit through exit categories 01-07. This includes dropouts, runaways, expulsions, GED recipients, and status unknown. (D01, D02, D05)
- 17 **Parent Withdrew Student from Special Education (valid ages 3-21)** – Students who had received special education services during the school year and whose parents withdrew the student from the special education program. (17 from SPED Program Exit Code)
- 20 **Graduated with a Diploma – Alternate Standards (valid ages 17-21)** – Students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals. This would generally be limited to those students with the most significant cognitive disabilities whose IEP teams have determined that this method of graduation provides FAPE to the individual student. (G03)

Male – Number of male students in specified age, disability, and exit category.

Female – Number of female students in specified age, disability, and exit category.

TOTAL – Total number of students in a specified age, disability, and exit category. *(Item is system calculated and displayed.)*

Black – Number of Black or African American students in specified age, disability and exit category.

White – Number of White students in specified age, disability, and exit category.

Hispanic – Number of Hispanic or Latino Ethnicity students in specified age, disability, and exit category.


Asian – Number of Asian students in specified age, disability, and exit category.

Indian – Number of American Indian or Alaska Native students in specified age, disability, and exit category.

Pacific Islander – Number of Native Hawaiian or Other Pacific Islander students in specified age, disability, and exit category.

Multiracial – Number of Demographic Race Two or More Races students in specified age, disability, and exit category.

LEP – Number of Limited English Proficiency students in a specified age, disability and exit category.


 **Edits** – Click button to display list of potential data errors and/or warnings related to data displayed.

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Core Data Screen 13 – Secondary Headcount

The Secondary Headcount screen is used to collect headcount data by male/female, racial/ethnic (*see Exhibit 2*), disabled (IEP), free and reduced lunch (FRL) eligible, and Limited English Proficient (LEP) categories. High school graduates, transfers in, transfers out, dropouts and students enrolled all year are reported for grades 7-12 (*see Exhibit 6*). IEP includes **only** those students eligible under IDEA in the categories specified in Exhibit 18.

The number of dropouts and transfers reported the previous June Cycle may be amended when the transcript request or re-enrollment occurs on or before the enrollment count date of the following September. (Late transcript requests decrease dropouts and increase transfers out, while re-enrollments only decrease dropouts.) All data are displayed from the MOSIS Student Enrollment and Attendance and Student Core files.



District:
Year: **Status:** OPEN-Cycle is available for data entry.
School: **Grade:**
Location: Core Data Collection - June Cycle - 13 Secondary Headcount

A+ Students (September Enrollment Male: Female:)

| Head Counts | Total | | Black | | White | | Hispanic | | Asian | | Indian | | Pacific Islander | | Multiracial | | IEP | FRL | LEP |
|--------------------|-------|---|-------|---|-------|---|----------|---|-------|---|--------|---|------------------|---|-------------|---|-----|-----|-----|
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | | | | | |
| Graduates | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grad-Alt Standards | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Transfers In | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Transfers Out | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students Retained | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Dropouts | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Enrolled All Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Email: coredata-mosis@dese.mo.gov
Current User: **Last Modified User:** **Last Modified Date:**
 Improving Lives through Education

Item Definitions – Screen 13-Secondary Headcount

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location, and Help.

School No./Name – Four-digit school number and name of attendance center. *(Select from drop-down list.)*

Grade – Grade level of the attendance center for which data are reported. *(Select from drop-down list.)*

A+ Students – Number of students in ninth, 10th, and 11th grade with a signed A+ agreement during the current school year. Grade 12 is the number of completers reported during the current school year. *(The data are displayed from MOSIS Student Core file.)*

September Enrollment

Male – Number of male students enrolled the last Wednesday in September for each attendance center by grade level. *(Displayed from Screen 16.)*

Female – Number of female students enrolled the last Wednesday in September for each attendance center by grade level. *(Displayed from Screen 16.)*

Head Counts – Counts of students for each attendance center by grade level (grades 7-12 only) reported in the following categories. All graduates are reported regardless of the time of graduation during the school year. Transfer in and transfer out counts are reported for the attendance center and/or grade level cohort *(see Exhibit 6)*. IEP includes **only** those students eligible under IDEA in the categories specified in Exhibit 18.

The following items are displayed from the MOSIS Student Enrollment and Attendance File:

Graduates/Total/M – Number of male high school graduates (grade 12 only) for attendance center who have graduated since the previous reporting of graduates. *(Item is system calculated and displayed.)*

Graduates/Total/F – Number of female high school graduates (grade 12 only) for attendance center who have graduated since the previous reporting of graduates. *(Item is system calculated and displayed.)*

Graduates/Black/M – Number of Black or African American male high school graduates for attendance center.

Graduates/Black/F – Number of Black or African American female high school graduates for attendance center.

Graduates/White/M – Number of White male high school graduates for attendance center.

Graduates/White/F – Number of White female high school graduates for attendance center.

Graduates/Hispanic/M – Number of Hispanic or Latino Ethnicity male high school graduates for attendance center.

Graduates/Hispanic/F – Number of Hispanic or Latino Ethnicity female high school graduates for attendance center.

Graduates/Asian/M – Number of Asian male high school graduates for attendance center.

Graduates/Asian/F – Number of Asian female high school graduates for attendance center.

Graduates/Indian/M – Number of American Indian or Alaska Native male high school graduates for attendance center.

Graduates/Indian/F – Number of American Indian or Alaska Native female high school graduates for attendance center.

Graduates/Pacific Islander/M – Number of Native Hawaiian or Other Pacific Islander male high school graduates for attendance center.

Graduates/Pacific Islander/F – Number of Native Hawaiian or Other Pacific Islander female high school graduates for attendance center.

Graduates/Multiracial/M – Number of Demographic Race Two or More Races male high school graduates for attendance center.

Graduates/Multiracial/F – Number of Demographic Race Two or More Races female high school graduates for attendance center.

Graduates/IEP – Number of high school graduates with an Individualized Education Program (IEP) for attendance center.

Graduates/FRL – Number of free and reduced price lunch (FRL) eligible high school graduates for attendance center.

Graduates/LEP – Number of Limited English Proficient high school graduates for attendance center.

Grad-Alt Standards/Total/M – Number of male students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/Total/F – Number of female students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/Black/M – Number of Black or African American male students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/Black/F – Number of Black or African American female students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/White/M – Number of White male students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/White/F – Number of White female students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/Hispanic/M – Number of Hispanic or Latino Ethnicity male students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/Hispanic/F – Number of Hispanic or Latino Ethnicity female students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/Asian/M – Number of Asian male students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/Asian/F – Number of Asian female students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/Indian/M – Number of American Indian or Alaska Native male students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/Indian/F – Number of American Indian or Alaska Native female students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/Pacific Islander/M – Number of Native Hawaiian or Other Pacific Islander male students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/Pacific Islander/F – Number of Native Hawaiian or Other Pacific Islander female students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/Multiracial/M – Number of Demographic Race Two or More Races male students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/Multiracial/F – Number of Demographic Race Two or More Races female students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/IEP – Number of IEP students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/FRL – Number of FRL students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Grad-Alt Standards/LEP – Number of LEP students with disabilities who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals.

Transfers In/Total/M – Total number of times that male students transferred in to the attendance center and/or grade level cohort (grades 7-12). Students have transferred in when they are newly enrolled in

grades 7-12 beginning with the seventh grade enrollment count made on the last Wednesday of September. A given student may be counted more than once. *(Item is system calculated and displayed.)*

Transfers In/Total/F – Total number of times that female students transferred in to the attendance center and/or grade level cohort (grades 7-12). Students have transferred in when they are newly enrolled in grades 7-12 beginning with the seventh grade enrollment count made on the last Wednesday of September. A given student may be counted more than once. *(Item is system calculated and displayed.)*

Transfers In/Black/M – Number of Black or African American male students transferred in to the attendance center and/or grade level cohort.

Transfers In/Black/F – Number of Black or African American female students transferred in to the attendance center and/or grade level cohort.

Transfers In/White/M – Number of White male students transferred in to the attendance center and/or grade level cohort.

Transfers In/White/F – Number of White female students transferred in to the attendance center and/or grade level cohort.

Transfers In/Hispanic/M – Number of Hispanic or Latino Ethnicity male students transferred in to the attendance center and/or grade level cohort.

Transfers In/Hispanic/F – Number of Hispanic or Latino Ethnicity female students transferred in to the attendance center and/or grade level cohort.

Transfers In/Asian/M – Number of Asian male students transferred in to the attendance center and/or grade level cohort.

Transfers In/Asian/F – Number of Asian female students transferred in to the attendance center and/or grade level cohort.

Transfers In/Indian/M – Number of American Indian or Alaska Native male students transferred in to the attendance center and/or grade level cohort.

Transfers In/Indian/F – Number of American Indian or Alaska Native female students transferred in to the attendance center and/or grade level cohort.

Transfers In/Pacific Islander/M – Number of Native Hawaiian or Other Pacific Islander male students transferred in to the attendance center and/or grade level cohort.

Transfers In/Pacific Islander/F – Number of Native Hawaiian or Other Pacific Islander female students transferred in to the attendance center and/or grade level cohort.

Transfers In/Multiracial/M – Number of Demographic Race Two or More Races male students transferred in to the attendance center and/or grade level cohort.

Transfers In/Multiracial/F – Number of Demographic Race Two or More Races female students transferred in to the attendance center and/or grade level cohort.

Transfers In/IEP – Number of students transferred in with an Individualized Education Program (IEP) to the attendance center and/or grade level cohort.

Transfers In/FRL – Number of free and reduced price lunch (FRL) eligible students transferred in to the attendance center and/or grade level cohort.

Transfers In/LEP – Number of Limited English Proficient students transferred in to the attendance center and/or grade level cohort.

Transfers Out/Total/M – Total number of times that male students transferred out of an attendance center and/or grade level cohort (grades 7-12). Students have transferred out when their records have been transferred to another attendance center after the seventh grade enrollment count date. When a grade 7-12 student dies, report this student as transferred out. A given student may be counted more than once. *(Item is system calculated and displayed.)*

Transfers Out/Total/F – Total number of times that female students transferred out of an attendance center and/or grade level cohort (grades 7-12). Students have transferred out when their records have been transferred to another attendance center after the seventh grade enrollment count date. When a grade 7-12 student dies, report this student as transferred out. A given student may be counted more than once. *(Item is system calculated and displayed.)*

Transfers Out/Black/M – Number of Black or African American male students transferred out of the attendance center and/or grade level cohort.

Transfers Out/Black/F – Number of Black or African American female students transferred out of the attendance center and/or grade level cohort.

Transfers Out/White/M – Number of White male students transferred out of the attendance center and/or grade level cohort.

Transfers Out/White/F – Number of White female students transferred out of the attendance center and/or grade level cohort.

Transfers Out/Hispanic/M – Number of Hispanic or Latino Ethnicity male students transferred out of the attendance center and/or grade level cohort.

Transfers Out/Hispanic/F – Number of Hispanic or Latino Ethnicity female students transferred out of the attendance center and/or grade level cohort.

Transfers Out/Asian/M – Number of Asian male students transferred out of the attendance center and/or grade level cohort.

Transfers Out/Asian/F – Number of Asian female students transferred out of the attendance center and/or grade level cohort.

Transfers Out/Indian/M – Number of American Indian or Alaska Native male students transferred out of the attendance center and/or grade level cohort.

Transfers Out/Indian/F – Number of American Indian or Alaska Native female students transferred out of the attendance center and/or grade level cohort.

Transfers Out/Pacific Islander/M – Number of Native Hawaiian or Other Pacific Islander male students transferred out of the attendance center and/or grade level cohort.

Transfers Out/Pacific Islander/F – Number of Native Hawaiian or Other Pacific Islander female students transferred out of the attendance center and/or grade level cohort.

Transfers Out/Multiracial/M – Number of Demographic Race Two or More Races male students transferred out of the attendance center and/or grade level cohort.

Transfers Out/Multiracial/F – Number of Demographic Race Two or More Races female students transferred out of the attendance center and/or grade level cohort.

Transfers Out/IEP – Number of students transferred out with an Individualized Education Program (IEP) of the attendance center and/or grade level cohort.

Transfers Out/FRL – Number of free and reduced price lunch (FRL) eligible students transferred out of the attendance center and/or grade level cohort.

Transfers Out/LEP – Number of Limited English Proficient students transferred out of the attendance center and/or grade level cohort.

Students Retained/Total/M – Total number of male students retained in the same grade next year. *(Item is system calculated and displayed.)*

Students Retained/Total/F – Total number of female students retained in the same grade next year. *(Item is system calculated and displayed.)*

Students Retained/Black/M – Number of Black or African American male students retained in the same grade next year.

Students Retained/Black/F – Number of Black or African American female students retained in the same grade next year.

Students Retained/White/M – Number of White male students retained in the same grade next year.

Students Retained/White/F – Number of White female students retained in the same grade next year.

Students Retained/Hispanic/M – Number of Hispanic or Latino Ethnicity male students retained in the same grade next year.

Students Retained/Hispanic/F – Number of Hispanic or Latino Ethnicity female students retained in the same grade next year.

Students Retained/Asian/M – Number of Asian male students retained in the same grade next year.

Students Retained/Asian/F – Number of Asian female students retained in the same grade next year.

Students Retained/Indian/M – Number of American Indian or Alaska Native male students retained in the same grade next year.

Students Retained/Indian/F – Number of American Indian or Alaska Native female students retained in the same grade next year.

Students Retained/Pacific Islander/M – Number of Native Hawaiian or Other Pacific Islander male students retained in the same grade next year.

Students Retained/Pacific Islander/F – Number of Native Hawaiian or Other Pacific Islander female students retained in the same grade next year.

Students Retained/Multiracial/M – Number of Demographic Race Two or More Races male students retained in the same grade next year.

Students Retained/Multiracial/F – Number of Demographic Race Two or More Races female students retained in the same grade next year.

Students Retained/IEP – Number of students with an Individualized Education Program (IEP) retained in the same grade next year.

Students Retained/FRL – Number of free and reduced price lunch (FRL) eligible students retained in the same grade next year.

Students Retained/LEP – Number of Limited English Proficient students retained in the same grade next year.

Dropouts/Total/M – Total number of male dropouts for attendance center (grades 7-12 only). *See definition in Exhibit 6. (Item is system calculated and displayed.)*

Dropouts/Total/F – Total number of female dropouts for attendance center (grades 7-12 only). *See definition in Exhibit 6. (Item is system calculated and displayed.)*

Dropouts/Black/M – Number of Black or African American male dropouts for attendance center.

Dropouts/Black/F – Number of Black or African American female dropouts for attendance center.

Dropouts/White/M – Number of White male dropouts for attendance center.

Dropouts/White/F – Number of White female dropouts for attendance center.

Dropouts/Hispanic/M – Number of Hispanic or Latino Ethnicity male dropouts for attendance center.

Dropouts/Hispanic/F – Number of Hispanic or Latino Ethnicity female dropouts for attendance center.

Dropouts/Asian/M – Number of Asian male dropouts for attendance center.

Dropouts/Asian/F – Number of Asian female dropouts for attendance center.

Dropouts/Indian/M – Number of American Indian or Alaska Native male dropouts for attendance center.

Dropouts/Indian/F – Number of American Indian or Alaska Native female dropouts for attendance center.

Dropouts/Pacific Islander/M – Number of Native Hawaiian or Other Pacific Islander male dropouts for attendance center.

Dropouts/Pacific Islander/F – Number of Native Hawaiian or Other Pacific Islander female dropouts for attendance center.

Dropouts/Multiracial/M – Number of Demographic Race Two or More Races male dropouts for attendance center.

Dropouts/Multiracial/F – Number of Demographic Race Two or More Races female dropouts for attendance center.

Dropouts/IEP – Number of dropouts with an Individualized Education Program (IEP) for attendance center.

Dropouts/FRL – Number of free and reduced price lunch (FRL) eligible dropouts for attendance center.

Dropouts/LEP – Number of Limited English Proficient dropouts for attendance center.

Enrolled All Year/Total/M – Total number of male students enrolled in the attendance center all year. See definition in Exhibit 6. *(Item is system calculated and displayed.)*

Enrolled All Year/Total/F – Total number of female students enrolled in the attendance center all year. See definition in Exhibit 6. *(Item is system calculated and displayed.)*

Enrolled All Year/Black/M – Number of Black or African American male students enrolled in the attendance center all year.

Enrolled All Year/Black/F – Number of Black or African American female students enrolled in the attendance center all year.

Enrolled All Year/White/M – Number of White male students enrolled in the attendance center all year.

Enrolled All Year/White/F – Number of White female students enrolled in the attendance center all year.

Enrolled All Year/Hispanic/M – Number of Hispanic or Latino Ethnicity male students enrolled in the attendance center all year.

Enrolled All Year/Hispanic/F – Number of Hispanic or Latino Ethnicity female students enrolled in the attendance center all year.

Enrolled All Year/Asian/M – Number of Asian male students enrolled in the attendance center all year.

Enrolled All Year/Asian/F – Number of Asian female students enrolled in the attendance center all year.

Enrolled All Year/Indian/M – Number of American Indian or Alaska Native male students enrolled in the attendance center all year.

Enrolled All Year/Indian/F – Number of American Indian or Alaska Native female students enrolled in the attendance center all year.

Enrolled All Year/Pacific Islander/M – Number of Native Hawaiian or Other Pacific Islander male students enrolled in the attendance center all year.

Enrolled All Year/Pacific Islander/F – Number of Native Hawaiian or Other Pacific Islander female students enrolled in the attendance center all year.

Enrolled All Year/Multiracial/M – Number of Demographic Race Two or More Races male students enrolled in the attendance center all year.

Enrolled All Year/Multiracial/F – Number of Demographic Race Two or More Races female students enrolled in the attendance center all year.

Enrolled All Year/IEP – Number of students enrolled with an Individualized Education Program (IEP) in the attendance center all year.

Enrolled All Year/FRL – Number of free and reduced price lunch (FRL) eligible students enrolled in the attendance center all year.

Enrolled All Year/LEP – Number of Limited English Proficient students enrolled in the attendance center all year.




– Click button to display list of potential data errors and/or warnings related to data displayed.

Core Data Screen 14 – Attendance

The Attendance screen is used to collect grade level attendance data. Attendance hours (State Aid data) are reported for each grade by full-time, part-time, and remedial for Resident I students and students residing on federal land. Hours of absence are required to be reported in the MSIP/ESEA portion of this screen. Districts previously involved in desegregation court orders also report attendance data for students transferred in and transferred out of the district for use by the School Finance section. All data are displayed from the MOSIS Student Enrollment and Attendance file.

Additional information regarding attendance hour reporting is available on the School Finance website under Finance Topics & Procedures, which can be found [here](#).



District:
Year: Status: OPEN-Cycle is available for data entry.
School No/Name:

Location: Data Collection Menu - June Cycle - 14 Attendance

| Attendance(State Aid) | Resident I | Resident II | Deseg-In | Federal Lands | Deseg-Out |
|---------------------------------|----------------------|-------------|----------------------|----------------------|----------------------|
| Full-Time | <input type="text"/> | 0.0000 | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Part-Time | <input type="text"/> | | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Remedial Hours | <input type="text"/> | 0.0000 | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Special Adjustment Makeup Hours | <input type="text"/> | 0.0000 | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Total | | 0.0000 | 0.0000 | 0.0000 | 0.0000 |
| Hours In Session | | 0.0000 | | | <input type="text"/> |

| Attendance (MSIP/ESEA) | Total | Black | | White | | Hispanic | | Asian | | Indian | | Pacific Islander | | Multi | | IEP | FRL | LEP |
|--------------------------|-------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | | M | F | M | F | M | F | M | F | M | F | M | F | | | | | |
| Resident (Res I, DI, FL) | 0 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Non-Resident | 0 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Parent Tuition | 0 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Absence (MSIP/ESEA) | Total | Black | | White | | Hispanic | | Asian | | Indian | | Pacific Islander | | Multi | | IEP | FRL | LEP |
|--------------------------|-------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | | M | F | M | F | M | F | M | F | M | F | M | F | | | | | |
| Resident (Res I, DI, FL) | 0 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Non-Resident | 0 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Parent Tuition | 0 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Email: coredata-mosis@dese.mo.gov

Current User: Last Modified User: Last Modified Date:

Improving Lives through Education

Item Definitions – Screen 14-Attendance

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location, and Help.

School No./Name – Four-digit school number and name of attendance center. *(Select from drop-down list.)*

Grade – Grade level of the attendance center for which data are reported. *(Select from drop-down list.)*

Attendance (State Aid)

Full-Time/Resident I – Number of full-time attendance hours for Resident I (students residing and attending school in the district) including students who attend an alternative school or an area vocational school part of the day.

Full-Time/Resident II – Number of full-time and part-time attendance hours for Resident II (students residing in the district but legally attending school in another district for whom the resident district is paying full tuition). *(Item is system calculated and displayed from Screen 14A – Resident II Attendance Data.)*

Full-Time/Deseg-In – Number of full-time attendance hours for desegregation students transferred in from another district to the reporting district where both districts previously were within the jurisdiction of a desegregation court order.

Full-Time/Federal Lands – Number of full-time attendance hours for federal lands students.

Full-Time/Deseg-Out – Number of full-time attendance hours for desegregation students transferred out from the reporting district to another district where both districts previously were within the jurisdiction of a desegregation court order.

Part-Time/Resident I – Number of part-time attendance hours for Resident I (students residing and attending school in the district).

Part-Time/Deseg-In – Number of part-time desegregation attendance hours for students transferred in from another district to the reporting district where both districts previously were within the jurisdiction of a desegregation court order.

Part-Time/Federal Lands – Number of part-time attendance hours for federal lands students.

Part-Time/Deseg-Out – Number of part-time desegregation attendance hours for students transferred out from the reporting district to another district where both districts previously were within the jurisdiction of a desegregation court order.

Remedial Hours/Resident I – Number of remedial attendance hours outside the regular school day in accordance with Sections 167.340, 167.640, and 167.645, RSMo, for Resident I (students residing and attending school in the district).

Remedial Hours/Resident II – Number of remedial attendance hours outside the regular school day in accordance with Sections 167.340, 167.640, and 167.645, RSMo, for Resident II (students residing in the district but legally attending school in another district for whom the resident district is paying full tuition). *(Item is system calculated and displayed from Screen 14A – Resident II Attendance Data.)*

Remedial Hours/Deseg-In – Number of remedial attendance hours outside the regular school day in accordance with Sections 167.340, 167.640, and 167.645, RSMo, for desegregation students transferred in from another district to the reporting district where both districts previously were within the jurisdiction of a desegregation court order.

Remedial Hours/Federal Lands – Number of remedial attendance hours outside the regular school day in accordance with Sections 167.340, 167.640, and 167.645, RSMo, for federal lands students.

Remedial Hours/Deseg-Out – Number of remedial attendance hours outside the regular school day in accordance with Sections 167.340, 167.640, and 167.645, RSMo, for desegregation students transferred out from the reporting district to another district where both districts previously were within the jurisdiction of a desegregation court order.

Special Adjustment Makeup Hours/Resident I – Number of special adjustment makeup attendance hours completed during the subsequent school year in order to meet minimum hour and day requirements for Resident I (students residing and attending school in the district).

Special Adjustment Makeup Hours/Resident II – Number of special adjustment makeup attendance hours completed during the subsequent school year in order to meet minimum hour and day requirements for Resident II (students residing in the district but legally attending school in another district for whom the resident district is paying full tuition).

Special Adjustment Makeup Hours/Deseg-In – Number of special adjustment makeup attendance hours completed during the subsequent school year in order to meet minimum hour and day requirements for desegregation students transferred in from another district to the reporting district where both districts previously were within the jurisdiction of a desegregation court order.

Special Adjustment Makeup Hours/Federal Lands – Number of special adjustment makeup attendance hours completed during the subsequent school year in order to meet minimum hour and day requirements for federal lands students.

Special Adjustment Makeup Hours/Deseg-Out – Number of special adjustment makeup attendance hours completed during the subsequent school year in order to meet minimum hour and day requirements for desegregation students transferred out from the reporting district to another district where both districts previously were within the jurisdiction of a desegregation court order.

TOTALS/Resident I – Total attendance hours for full-time Resident I, part-time Resident I, and remedial hours Resident I. *(Item is system calculated and displayed.)*

TOTALS/Resident II – Total attendance hours for full-time Resident II, part-time Resident II, and remedial hours Resident II. *(Item is system calculated and displayed.)*

TOTALS/Deseg-In – Total attendance hours for full-time desegregation transfers in, part-time desegregation transfers in, and remedial desegregation transfers in. *(Item is system calculated and displayed.)*

TOTALS/Federal Lands – Total attendance hours for full time federal lands, part-time federal lands, and remedial hours federal lands students. *(Item is system calculated and displayed.)*

TOTALS/Deseg-Out – Total attendance hours for full-time desegregation transfers out, part-time desegregation transfers out, and remedial desegregation transfers out. *(Item is system calculated and displayed.)*

Hours in Session/Resident I – Calendar attendance hours in session. *(Item is system calculated and displayed from Screen 10 – School Calendar.)*

Hours in Session/Resident II – Calendar attendance hours in session for the receiving district. *(Item is system calculated and displayed from Screen 14A – Resident II Attendance Data.)*

Hours in Session/Deseg-Out – Calendar attendance hours in session for the receiving district. If students attend more than one district, convert to a single hours in session number.

Attendance (MSIP/ESEA) – Does not include Resident II or remedial hours.

Resident (Res I, DI, FL)/Total – *Item is system calculated and displayed.*

Resident (Res I, DI, FL)/Black/M – Number of attendance hours of resident Black or African American male students.

Resident (Res I, DI, FL)/Black/F – Number of attendance hours of resident Black or African American female students.

Resident (Res I, DI, FL)/White/M – Number of attendance hours of resident White male students.

Resident (Res I, DI, FL)/White/F – Number of attendance hours of resident White female students.

Resident (Res I, DI, FL)/Hispanic/M – Number of attendance hours of resident Hispanic or Latino Ethnicity male students.

Resident (Res I, DI, FL)/Hispanic/F – Number of attendance hours of resident Hispanic or Latino Ethnicity female students.

Resident (Res I, DI, FL)/Asian/M – Number of attendance hours of resident Asian male students.

Resident (Res I, DI, FL)/Asian/F – Number of attendance hours of resident Asian female students.

Resident (Res I, DI, FL)/Indian/M – Number of attendance hours of resident American Indian or Alaska Native male students.

Resident (Res I, DI, FL)/Indian/F – Number of attendance hours of resident American Indian or Alaska Native female students.

Resident (Res I, DI, FL)/Pacific Islander/M – Number of attendance hours of resident Native Hawaiian or Other Pacific Islander male students.

Resident (Res I, DI, FL)/Pacific Islander/F – Number of attendance hours of resident Native Hawaiian or Other Pacific Islander female students.

Resident (Res I, DI, FL)/Multi/M – Number of attendance hours of resident Multiracial (Demographic Race Two or More Races) male students.

Resident (Res I, DI, FL)/Multi/F – Number of attendance hours of resident Multiracial (Demographic Race Two or More Races) female students.

Resident (Res I, DI, FL)/IEP – Number of attendance hours of resident students with an Individualized Education Program (IEP).

Resident (Res I, DI, FL)/FRL – Number of attendance hours of resident free and reduced price lunch (FRL) eligible students.

Resident (Res I, DI, FL)/LEP – Number of attendance hours of resident Limited English Proficient students.

Non-Resident/Total – Number of attendance hours of non-resident students attending the district for which the district is receiving tuition from the sending district. These hours are not reported in the Attendance (State Aid) portion of the screen. *(Item is system calculated and displayed.)*

Non-Resident/Black/M – Number of attendance hours of non-resident Black or African American male students.

Non-Resident/Black/F – Number of attendance hours of non-resident Black or African American female students.

Non-Resident/White/M – Number of attendance hours of non-resident White male students.

Non-Resident/White/F – Number of attendance hours of non-resident White female students.

Non-Resident/Hispanic/M – Number of attendance hours of non-resident Hispanic or Latino Ethnicity male students.

Non-Resident/Hispanic/F – Number of attendance hours of non-resident Hispanic or Latino Ethnicity female students.

Non-Resident/Asian/M – Number of attendance hours of non-resident Asian male students.

Non-Resident/Asian/F – Number of attendance hours of non-resident Asian female students.

Non-Resident/Indian/M – Number of attendance hours of non-resident American Indian or Alaska Native male students.

Non-Resident/Indian/F – Number of attendance hours of non-resident American Indian or Alaska Native female students.

Non-Resident/Pacific Islander/M – Number of attendance hours of non-resident Native Hawaiian or Other Pacific Islander male students.

Non-Resident/Pacific Islander/F – Number of attendance hours of non-resident Native Hawaiian or Other Pacific Islander female students.

Non-Resident/Multi/M – Number of attendance hours of non-resident Multiracial (Demographic Race Two or More Races) male students.

Non-Resident/Multi/F – Number of attendance hours of non-resident Multiracial (Demographic Race Two or More Races) female students.

Non-Resident/IEP – Number of attendance hours of non-resident students with an Individualized Education Program (IEP).

Non-Resident/FRL – Number of attendance hours of non-resident free and reduced price lunch (FRL) eligible students.

Non-Resident/LEP – Number of attendance hours of non-resident Limited English Proficient students.

Parent Tuition/Total – Number of attendance hours of students attending the district whose parents/guardian or entity other than a Missouri public school district pay tuition to the district. These hours are not reported in the Attendance (State Aid) portion of the screen. *(Item is system calculated and displayed.)*

Parent Tuition/Black/M – Number of attendance hours of Black or African American male students whose parents pay tuition.

Parent Tuition/Black/F – Number of attendance hours of Black or African American female students whose parents pay tuition.

Parent Tuition/White/M – Number of attendance hours of White male students whose parents pay tuition.

Parent Tuition/White/F – Number of attendance hours of White female students whose parents pay tuition.

Parent Tuition/Hispanic/M – Number of attendance hours of Hispanic or Latino Ethnicity male students whose parents pay tuition.

Parent Tuition/Hispanic/F – Number of attendance hours of Hispanic or Latino Ethnicity female students whose parents pay tuition.

Parent Tuition/Asian/M – Number of attendance hours of Asian male students whose parents pay tuition.

Parent Tuition/Asian/F – Number of attendance hours of Asian female students whose parents pay tuition.

Parent Tuition/Indian/M – Number of attendance hours of American Indian or Alaska Native male students whose parents pay tuition.

Parent Tuition/Indian/F – Number of attendance hours of American Indian or Alaska Native female students whose parents pay tuition.

Parent Tuition/Pacific Islander/M – Number of attendance hours of Native Hawaiian or Other Pacific Islander male students whose parents pay tuition.

Parent Tuition/Pacific Islander/F – Number of attendance hours of Native Hawaiian or Other Pacific Islander female students whose parents pay tuition.

Parent Tuition/Multi/M – Number of attendance hours of Multiracial (Demographic Race Two or More Races) male students whose parents pay tuition.

Parent Tuition/Multi/F – Number of attendance hours of Multiracial (Demographic Race Two or More Races) female students whose parents pay tuition.

Parent Tuition/IEP – Number of attendance hours of students with an Individualized Education Program (IEP) whose parents pay tuition.

Parent Tuition/FRL – Number of attendance hours of free and reduced price lunch (FRL) eligible students whose parents pay tuition.

Parent Tuition/LEP – Number of attendance hours of Limited English Proficient students whose parents pay tuition.

Total/Total – *Item is system calculated and displayed.*

Total/Black/M – *Item is system calculated and displayed.*

Total/Black/F – *Item is system calculated and displayed.*

Total/White/M – *Item is system calculated and displayed.*

Total/White/F – *Item is system calculated and displayed.*

Total/Hispanic/M – *Item is system calculated and displayed.*

Total/Hispanic/F – *Item is system calculated and displayed.*

Total/Asian/M – *Item is system calculated and displayed.*

Total/Asian/F – *Item is system calculated and displayed.*

Total/Indian/M – *Item is system calculated and displayed.*

Total/Indian/F – *Item is system calculated and displayed.*

Total/Pacific Islander/M – *Item is system calculated and displayed.*

Total/Pacific Islander/F – *Item is system calculated and displayed.*

Total/Multi/M – *Item is system calculated and displayed.*

Total/Multi/F – *Item is system calculated and displayed.*

Total/IEP – *Item is system calculated and displayed.*

Total/FRL – *Item is system calculated and displayed.*

Total/LEP – *Item is system calculated and displayed.*

Absence (MSIP/ESEA) – Does not include Resident II.

Resident (Res I, DI, FL)/Total – *Item is system calculated and displayed.*

Resident (Res I, DI, FL)/Black/M – Number of hours of absence of resident Black or African American male students.

Resident (Res I, DI, FL)/Black/F – Number of hours of absence of resident Black or African American female students.

Resident (Res I, DI, FL)/White/M – Number of hours of absence of resident White male students.

Resident (Res I, DI, FL)/White/F – Number of hours of absence of resident White female students.

Resident (Res I, DI, FL)/Hispanic/M – Number of hours of absence of resident Hispanic or Latino Ethnicity male students.

Resident (Res I, DI, FL)/Hispanic/F – Number of hours of absence of resident Hispanic or Latino Ethnicity female students.

Resident (Res I, DI, FL)/Asian/M – Number of hours of absence of resident Asian male students.

Resident (Res I, DI, FL)/Asian/F – Number of hours of absence of resident Asian female students.

Resident (Res I, DI, FL)/Indian/M – Number of hours of absence of resident American Indian or Alaska Native male students.

Resident (Res I, DI, FL)/Indian/F – Number of hours of absence of resident American Indian or Alaska Native female students.

Resident (Res I, DI, FL)/Pacific Islander/M – Number of hours of absence of resident Native Hawaiian or Other Pacific Islander male students.

Resident (Res I, DI, FL)/Pacific Islander/F – Number of hours of absence of resident Native Hawaiian or Other Pacific Islander female students.

Resident (Res I, DI, FL)/Multi/M – Number of hours of absence of resident Multiracial (Demographic Race Two or More Races) male students.

Resident (Res I, DI, FL)/Multi/F – Number of hours of absence of resident Multiracial (Demographic Race Two or More Races) female students.

Resident (Res I, DI, FL)/IEP – Number of hours of absence of resident students with an Individualized Education Program (IEP).

Resident (Res I, DI, FL)/FRL – Number of hours of absence of resident free and reduced price lunch (FRL) eligible students.

Resident (Res I, DI, FL)/LEP – Number of hours of absence of resident Limited English Proficient students.

Non-Resident/Total – *Item is system calculated and displayed.*

Non-Resident/Black/M – Number of hours of absence of non-resident Black or African American male students.

Non-Resident/Black/F – Number of hours of absence of non-resident Black or African American female students.

Non-Resident/White/M – Number of hours of absence of non-resident White male students.

Non-Resident/White/F – Number of hours of absence of non-resident White female students.

Non-Resident/Hispanic/M – Number of hours of absence of non-resident Hispanic or Latino Ethnicity male students.

Non-Resident/Hispanic/F – Number of hours of absence of non-resident Hispanic or Latino Ethnicity female students.

Non-Resident/Asian/M – Number of hours of absence of non-resident Asian male students.

Non-Resident/Asian/F – Number of hours of absence of non-resident Asian female students.

Non-Resident/Indian/M – Number of hours of absence of non-resident American Indian or Alaska Native male students.

Non-Resident/Indian/F – Number of hours of absence of non-resident American Indian or Alaska Native female students.

Non-Resident/Pacific Islander/M – Number of hours of absence of non-resident Native Hawaiian or Other Pacific Islander male students.

Non-Resident/Pacific Islander/F – Number of hours of absence of non-resident Native Hawaiian or Other Pacific Islander female students.

Non-Resident/Multi/M – Number of hours of absence of non-resident Multiracial (Demographic Race Two or More Races) male students.

Non-Resident/Multi/F – Number of hours of absence of non-resident Multiracial (Demographic Race Two or More Races) female students.

Non-Resident/IEP – Number of hours of absence of non-resident students with an Individualized Education Program (IEP).

Non-Resident/FRL – Number of hours of absence of non-resident free and reduced price lunch (FRL) eligible students.

Non-Resident/LEP – Number of hours of absence of non-resident Limited English Proficient students.

Parent Tuition/Total – *Item is system calculated and displayed.*

Parent Tuition/Black/M – Number of hours of absence of Black or African American male students whose parents pay tuition.

Parent Tuition/Black/F – Number of hours of absence of Black or African American female students whose parents pay tuition.

Parent Tuition/White/M – Number of hours of absence of White male students whose parents pay tuition.

Parent Tuition/White/F – Number of hours of absence of White female students whose parents pay tuition.

Parent Tuition/Hispanic/M – Number of hours of absence of Hispanic or Latino Ethnicity male students whose parents pay tuition.

Parent Tuition/Hispanic/F – Number of hours of absence of Hispanic or Latino Ethnicity female students whose parents pay tuition.

Parent Tuition/Asian/M – Number of hours of absence of Asian male students whose parents pay tuition.

Parent Tuition/Asian/F – Number of hours of absence of Asian female students whose parents pay tuition.

Parent Tuition/Indian/M – Number of hours of absence of American Indian or Alaska Native male students whose parents pay tuition.

Parent Tuition/Indian/F – Number of hours of absence of American Indian or Alaska Native female students whose parents pay tuition.

Parent Tuition/Pacific Islander/M – Number of hours of absence of Native Hawaiian or Other Pacific Islander male students whose parents pay tuition.

Parent Tuition/Pacific Islander/F – Number of hours of absence of Native Hawaiian or Other Pacific Islander female students whose parents pay tuition.

Parent Tuition/Multi/M – Number of hours of absence of Multiracial (Demographic Race Two or More Races) male students whose parents pay tuition.

Parent Tuition/Multi/F – Number of hours of absence of Multiracial (Demographic Race Two or More Races) female students whose parents pay tuition.

Parent Tuition/IEP – Number of hours of absence of students with an Individualized Education Program (IEP) whose parents pay tuition.

Parent Tuition/FRL – Number of hours of absence of free and reduced price lunch (FRL) eligible students whose parents pay tuition.

Parent Tuition/LEP – Number of hours of absence of Limited English Proficient students whose parents pay tuition.

Total/Total – *Item is system calculated and displayed.*

Total/Black/M – *Item is system calculated and displayed.*

Total/Black/F – *Item is system calculated and displayed.*

Total/White/M – *Item is system calculated and displayed.*

Total/White/F – *Item is system calculated and displayed.*

Total/Hispanic/M – *Item is system calculated and displayed.*

Total/Hispanic/F – *Item is system calculated and displayed.*

Total/Asian/M – *Item is system calculated and displayed.*

Total/Asian/F – *Item is system calculated and displayed.*

Total/Indian/M – *Item is system calculated and displayed.*

Total/Indian/F – *Item is system calculated and displayed.*

Total/Pacific Islander/M – *Item is system calculated and displayed.*

Total/Pacific Islander/F – *Item is system calculated and displayed.*


Total/Multi/M – *Item is system calculated and displayed.*

Total/Multi/F – *Item is system calculated and displayed.*

Total/IEP – *Item is system calculated and displayed.*

Total/FRL – *Item is system calculated and displayed.*

Total/LEP – *Item is system calculated and displayed.*

 – Click button to display list of potential data errors and/or warnings related to data displayed.

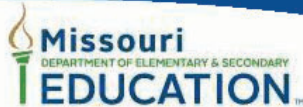
 – Click button to move to Screen 14A.

 – Click button to move to Screen 14B.

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Core Data Screen 14A – Resident II Attendance

Attendance hours are reported for each grade for Resident II students, those students for which the district pays full tuition (not just local tax effort). Data for students attending schools in more than one district which have different hours in session are converted to one hours-in-session number. Data automatically transfer from this screen to Screen 14. Full-time and part-time attendance data for a grade are to be combined. All data are displayed from the MOSIS Student Enrollment and Attendance file.



District: _____

Year: **Status:** OPEN-Cycle is available for data entry.

School No/Name: **Grade:**

Location: Core Data Collection - June Cycle - 14 Attendance

Screen 14

| | | Hours | | | | | |
|----------------------------|----------|--------------------|--------------------|-------------------|---------------------------------|-------------------------------|-----|
| District Attended | Students | Total Hrs Attended | Total Hrs Remedial | Total Hrs Absence | Hrs In Session (Receiving Dist) | ADA (Total Hrs Attended Only) | Del |
| Total Attended ADA | | | | | | 0.0000 | |
| Converted Hours in Session | | | | 0 | | | |
| Converted Hours Attended | | | | 0 | | | |
| Converted Hours Absence | | | | 0 | | | |
| Converted Hours Remedial | | | | 0 | | | |

Screen 14

Email: coredata-mosis@dese.mo.gov

Current User: _____ **Last Modified User:** _____ **Last Modified Date:** _____

Improving Lives through Education

Item Definitions – Screen 14A-Resident II Attendance

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location, and Help.

School No./Name – Four-digit school number and name of attendance center. *(Select from drop-down list.)*

Grade – Grade level of the attendance center for which data are reported. *(Select from drop-down list.)*

Resident II – Students residing in the district and legally attending school in another district for which the resident district pays full tuition (not just local tax effort).

District Attended – Six-digit county-district code for each district where students in that grade attended. *See Exhibit 5 for a listing of code numbers assigned to attendance sites other than public school districts.*

Students – Number of students sent to the district listed under District Attended.

Total Hrs Attended – Number of hours of full-time and part-time attendance of students sent to the district listed under District Attended for whom the resident district paid full tuition (not just local tax effort).

Total Hrs Remedial – Number of remedial attendance hours outside the regular school day in accordance with Sections 167.340, 167.640 and 167.645, RSMo, of students sent to the district listed under District Attended for whom the resident district paid full tuition (not just local tax effort).

Total Hrs Absence – Number of hours of absence of students sent to the district listed under District Attended.

Hrs in Session (Receiving Dist) – Total number of actual hours school was in session in the building the student attended in the district listed under District Attended.

ADA (Total Hrs Attended Only) – Total regular hours of attendance divided by hours in session. *(Item is system calculated and displayed.)*

Converted Hours in Session – Hours in session of first district listed; used to calculate converted hours in attendance. *(Item is system calculated and displayed.)*

Converted Hours in Attendance – Converted hours in session multiplied by the total Average Daily Attendance (ADA). *(Item is system calculated and displayed on Screen 14A and Screen 14.)*

Converted Hours in Absence – Converted hours in session multiplied by the total Average Daily Absence. *(Item is system calculated and displayed on Screen 14A and Screen 14.)*

Converted Hours in Remedial – Converted hours in session multiplied by the total remedial ADA (not displayed). *(Item is system calculated and displayed on Screen 14A and Screen 14.)*


Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

Screen 14 – Click button to move to Screen 14.

Screen 14B – Click button to move to Screen 14B.

Core Data Screen 14B – Resident II GPA

The Resident II Grade Point Average (GPA) screen is used by K-8 elementary districts to report the number of students and the grade point average for students in grades nine and 10 for both Resident II (tuition) students and receiving district students. Only Resident II ninth and 10th grade students who graduated from the K-8 district prior to attending high school should be included in the GPA for the K-8 district. The grading scales used for the GPAs are also reported on this screen. All data are displayed from the MOSIS Student Enrollment and Attendance file.



District:
Year: **Status:** OPEN-Cycle is available for data entry.
School No/Name:
Location: Core Data Collection - June Cycle - 14 Attendance

Screen 14

Screen 14A

| District Attended | | | -----K - 8 ----- | | --Receiving District-- | | Grading Scale |
|-------------------|--|--|------------------|----------|------------------------|----------|----------------------|
| | | | GPA | Students | GPA | Students | |
| | | | | | | | <input type="text"/> |
| | | | | | | | <input type="text"/> |

Screen 14

Screen 14A

Email: coredata-mosis@dese.mo.gov
Current User: **Last Modified User:** **Last Modified Date:**

Improving Lives through Education

Item Definitions – Screen 14B-Resident II Grade Point Average

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location, and Help.

School No./Name – Four-digit school number and name of attendance center. *(Select from drop-down list.)*

Grade – Grade level of the students for which data are reported. Valid selections are 09 and 10. *(Select from drop-down list.)*

District Attended – Six-digit county-district code for each district where students in that grade attended. *See Exhibit 5 for a listing of code numbers assigned to attendance sites other than public school districts.*

K-8/GPA – Grade point average (GPA) of students sent to the district listed under District Attended for this grade. Only Resident II ninth and 10th grade students who graduated from the K-8 district prior to attending high school should be included in the GPA for the K-8 district.


K-8/Students – Number of students sent to the district listed under District Attended for this grade. *(Displayed from Screen 14A.)*

Receiving District/GPA – Grade point average of resident students attending the district listed under District Attended. Students attending the high school district from other K-8 districts should not be included in this calculation.

Receiving District/Students – Number of resident students attending the district listed under District Attended. Students attending the high school district from other K-8 districts should not be included in this calculation.

Grading Scale – Grading scale (11 or 4) used by district listed under District Attended. *(Select from drop-down list.)*


 – Click button to display list of potential data errors and/or warnings related to data displayed.

 – Click button to move to Screen 14.

 – Click button to move to Screen 14A.

Core Data Screen 17 – Physical Fitness Assessment

The Physical Fitness Assessment screen is used to collect the results of the locally administered physical fitness assessment data – the number of students tested, number not tested, and number meeting or exceeding the healthy fitness range (HFR). These numbers are reported by school for grades five, seven, and nine. In addition, the number of minutes per week that fifth grade students are scheduled for physical education (PE) and the average class size for fifth grade PE classes, and the percentage of ninth grade students enrolled in PE and the average class size for PE classes that enroll ninth grade students are reported by the school. All data are displayed from the MOSIS Student Core and Course Assignment files.



District: _____

Year: **Status:** OPEN-Cycle is available for data entry.

School No/Name:

Location: Core Data Collection - June Cycle - 17 Physical Fitness Assessment

| Grade | Gender | | Aerobic Capacity | Abdominal Strength | Upper Body Strength * | Flexibility |
|-------|--------|------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| 7 | Female | Tested | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> |
| | | Not Tested | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> |
| | | >HFR | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> |
| | Male | Tested | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> |
| | | Not Tested | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> |
| | | >HFR | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> |

| Grade | Gender | | Aerobic Capacity | Abdominal Strength | Upper Body Strength * | Flexibility |
|-------|--------|------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| 9 | Female | Tested | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> |
| | | Not Tested | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> |
| | | >HFR | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> |
| | Male | Tested | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> |
| | | Not Tested | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> |
| | | >HFR | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> |

Grade 9 - Percentage in PE: Average Class Size:

* Muscular Strength

Email: coredata-mosis@dese.mo.gov

Current User: _____ **Last Modified User:** _____ **Last Modified Date:** _____

Improving Lives through Education

Item Definitions – Screen 17-Physical Fitness Assessment

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location, and Help.

School No./Name – Four-digit school number and name of attendance center. *(Select from drop-down list.)*

Refer to the FITNESSGRAM protocols found on the [Presidential Youth Fitness Program](#) website for a complete description of the assessment components, testing options and scoring criteria. The four physical fitness assessment components (column headings) to be reported are:

Aerobic Capacity – Scoring results as measured through administration of (1) the PACER (Progressive Aerobic Cardiovascular Endurance Run), (2) one mile run/walk, or (3) walk test – to be used for students ages 13 and older.

Abdominal Strength – Scoring results as measured through administration of curl-ups.

Upper Body Strength – Scoring results representing muscular strength measured through administration of (1) 90° push-ups, (2) pull-ups, (3) modified pull-ups, or (4) flexed arm hang.

Flexibility – Scoring results as measured through administration of back-saver sit and reach.

The number of students in the four assessment components are reported by:

Grade 5 - Female/Tested* – Number of fifth grade female students at this school tested in each of the physical fitness assessment components.

Grade 5 - Female/Not Tested – Number of fifth grade female students at this school not tested in each of the physical fitness assessment components.

Grade 5 - Female/> HFR – Number of fifth grade female students at this school who meet or exceed the healthy fitness range (HFR) criteria in each of the physical fitness assessment components.

Grade 5 - Male/Tested* – Number of fifth grade male students at this school tested in each of the physical fitness assessment components.

Grade 5 - Male/Not Tested – Number of fifth grade male students at this school not tested in each of the physical fitness assessment components.

Grade 5 - Male/> HFR – Number of fifth grade male students at this school who meet or exceed the healthy fitness range (HFR) criteria in each of the physical fitness assessment components.

Grade 5 - Minutes per Week – Number of minutes per week fifth grade students at this school are scheduled for physical education class.

Grade 5 - Average Class Size – Average physical education class size for fifth grade students at this school.

Grade 7 - Female/Tested* – Number of seventh grade female students at this school tested in each of the physical fitness assessment components.

Grade 7 - Female/Not Tested – Number of seventh grade female students at this school not tested in each of the physical fitness assessment components.

Grade 7 - Female/> HFR – Number of seventh grade female students at this school who meet or exceed the healthy fitness range (HFR) criteria in each of the physical fitness assessment components.

Grade 7 - Male/Tested* – Number of seventh grade male students at this school tested in each of the physical fitness assessment components.

Grade 7 - Male/Not Tested – Number of seventh grade male students at this school not tested in each of the physical fitness assessment components.

Grade 7 - Male/> HFR – Number of seventh grade male students at this school who meet or exceed the healthy fitness range (HFR) criteria in each of the physical fitness assessment components.

Grade 9 - Female/Tested* – Number of ninth grade female students at this school tested in each of the physical fitness assessment components.

Grade 9 - Female/Not Tested – Number of ninth grade female students at this school not tested in each of the physical fitness assessment components.

Grade 9 - Female/> HFR – Number of ninth grade female students at this school who meet or exceed the healthy fitness range (HFR) criteria in each of the physical fitness assessment components.

Grade 9 - Male/Tested* – Number of ninth grade male students at this school tested in each of the physical fitness assessment components.

Grade 9 - Male/Not Tested – Number of ninth grade male students at this school not tested in each of the physical fitness assessment components.

Grade 9 - Male/> HFR – Number of ninth grade male students at this school who meet or exceed the healthy fitness range (HFR) criteria in each of the physical fitness assessment components.

Grade 9 - Percentage in PE – Percentage of ninth grade students enrolled in a physical education class at this school.

Grade 9 - Average Class Size – Average class size for physical education classes at this school that include ninth grade students.

*This count includes HFR tested students.




– Click button to display list of potential errors and/or warnings related to data displayed.

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Core Data Screen 18A – Educator Evaluation

The Educator Evaluation screen is used to report the evaluation of teachers and principals. The data are reported at the school level.



Missouri

DEPARTMENT OF EDUCATION

District:

Year:

Status: OPEN-Cycle is available for data entry.

School:

Location: Core Data Collection - June Cycle - 18a Educator

Evaluation Model Used by District: (check only one)

☐ Missouri Model Evaluation System
 ☐ Revised version of the Missouri Model Evaluation System
 ☐ NEE Model (University of Missouri)
 ☐ Marzano Model
 ☐ Danielson Model
 ☐ District-created model based on Missouri Teacher and Leader Standards
 ☐ District-created model based on district-created standards
 ☐ Other
 ☐ No Evaluation System Implemented

TEACHER EVALUATION SYSTEM:

Number of Teachers by Performance Level: (Number of Teachers reported in MOSIS = 0)

List the number of teachers in each performance level. (Performance Level 1 is the lowest level)

Number of Performance Levels used to evaluate Teachers

| Performance Level | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 | Level 7 |
|--------------------|---------|---------|---------|---------|---------|---------|---------|
| Number of Teachers | | | | | | | |

In compliance with the Every Student Succeeds Act (ESSA), Section 1111(g)(1)(B), low-income and minority students enrolled in this school cannot be taught at disproportionate rates by ineffective, out of field, or inexperienced teachers. Data submitted in the section "Number of Teachers by Performance Level" above, is used to complete the Ensuring Teacher Quality for All, Section 1112(b)(2), of the consolidated plan in regards to reporting on ineffective teachers.

PRINCIPAL EVALUATION SYSTEM:

Number of Principals by Performance Level: (Number of Principals reported in MOSIS = 0)

List the number of principals in each performance level. (Performance Level 1 is the lowest level)

Number of Performance Levels used to evaluate Principals

| Performance Level | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 | Level 7 |
|----------------------|---------|---------|---------|---------|---------|---------|---------|
| Number of Principals | | | | | | | |

In compliance with the Every Student Succeeds Act (ESSA), Section 1111(g)(1)(B), low-income and minority students enrolled in this school cannot be taught at disproportionate rates by ineffective, out of field, or inexperienced teachers. Data submitted in the section "Number of Teachers by Performance Level" above, is used to complete the Ensuring Teacher Quality for All, Section 1112(b)(2), of the consolidated plan in regards to reporting on ineffective teachers.

EFFECTIVE EVALUATION INDICATORS:

Directions: Check each criteria below that is included in the educator evaluation system of the school

T = Teacher Evaluation Process

P = Principal Evaluation Process

1. Research-based performance targets are aligned with state model teacher and leader standards.

T

P

☐ Educator performance targets are research-based and proven
 ☐ Performance targets align to appropriate state and national standards
 ☐ Performance targets articulate essential practices
 ☐ Performance targets are clearly articulated
 ☐ Performance targets of the educator link to improvements in student learning

2. Indicators of performance are articulated across differentiated levels with standards specifying expectations at all levels of practice.

T

P

☐ Includes a minimum of 3 differentiated levels
 ☐ Includes clear statements of performance at each level
 ☐ Each level allows for discrete, independent, measurable performance targets
 ☐ Each level reliably describes practice
 ☐ Levels provide clear direction for growth and development in practice

3. The probation period for the educator as specified in state law provides for the accurate and appropriate accumulation of performance data.

T

P

☐ Includes required mentoring as a component of a comprehensive induction process
 ☐ Complies with Missouri statute regarding the probationary period
 ☐ Is informed by the state's mentor standards
 ☐ Includes confidential, non-evaluative support linked to the district's overall plan for professional development
 ☐ Focuses on essential practices of particular significance for novice practitioners

4. Measures of student growth in learning are a significant contributing factor in the evaluation of practice at all levels, using a wide variety of student performance measures.

T

P

☐ Is a significant contributing component of the overall evaluation process
 ☐ Uses multiple measures of student performance including both formative and summative assessments
 ☐ Includes multiple years of comparable data
 ☐ Highlights growth in student learning across two points in time as opposed to simple measures of status
 ☐ Includes the state assessment where available and appropriate as well as additional district and school determined common assessments

5. Performance is assessed on a regular basis, including timely feedback from multiple sources that promotes formative development at all career stages and supporting overall improvement.

T

P

☐ Is delivered effectively and is meaningful to the improvement of practice
 ☐ Focuses on the impact of professional practice to increase student learning
 ☐ Is offered at least once annually to everyone either formally, informally or both
 ☐ Occurs in close proximity to the data gathering process (i.e. observation, survey, artifact review, etc.)
 ☐ Occurs within the context of a professional, collaborative culture

6. Evaluators who collect evidence of performance and provide feedback are highly trained and objective, ensuring that ratings are fair, accurate, and reliable.

T

P

☐ Evaluators demonstrate skills aligned to minimum quality assurance standards established by districts and/or state
 ☐ Training includes conducting observations focused on the quality of instruction
 ☐ Training includes assessing student data, analyzing artifacts and interpreting survey information
 ☐ Training includes the effective delivery of meaningful feedback
 ☐ Training is offered initially and periodically to those who evaluate educator performance

7. The evaluation process guides district decisions regarding determinations of status, recognition, development, interventions, and policies that impact student learning in the system.

T

P

☐ Guides district employment policies and procedures
 ☐ Guides district decisions regarding employment determinations
 ☐ Informs in particular those policies that impact the extent of student learning
 ☐ Encourages the recognition and utilization of highly effective educators
 ☐ Informs strategies for providing targeted interventions and support

Email: coredata-mosis@doe.mo.gov

Current User:

Last Modified User:

Last Modified Date:

Item Definitions – Screen 18A-Educator Evaluation

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location, and Help.

School No./Name – Four-digit school number and name of attendance center. *(Select from drop-down list.) This will be the building level at which the teacher or principal were evaluated. Therefore, nothing should be entered in building 1000-Central Office.*

Evaluation Model Used by District – Choose the system that is used to evaluate the performance of educators (check only one). Systems include the following:

- Missouri Model Evaluation System
- Revised version of the Missouri Model Evaluation System
- NEE Model (University of Missouri)
- Marzano Model
- Danielson Model
- District-created model based on Missouri Teacher and Leader Standards
- District-created model based on district-created standards
- Other _____ *(If “Other” is marked, please describe in the space provided.)*
- No Evaluation System Implemented

Number of Teachers – Number of teachers (position code 60) reported on Screen 18. *(Displayed from MOSIS.)*

All teachers and principals employed during the school year are reported on Screen 18A. Staff members must be given an evaluation rating (i.e., 1, 2, 3, 4, 5, 6, or 7). Use only the number of levels on Screen 18A that correspond to the number of levels in your evaluation process. If a teacher or principal does not undergo a formal evaluation during the reporting year, they retain and are reported at the same rating they received during the last formal evaluation.

Number of Performance Levels Used to Evaluate Teachers – In the box provided, tell us how many levels are used to evaluate teachers. *Note: Teacher Level 1 is the lowest rating level.*

Teachers Level 1 Number – Number of teachers at performance level 1.

Teachers Level 2 Number – Number of teachers at performance level 2.

Teachers Level 3 Number – Number of teachers at performance level 3.

Teachers Level 4 Number – Number of teachers at performance level 4.

Teachers Level 5 Number – Number of teachers at performance level 5.

Teachers Level 6 Number – Number of teachers at performance level 6.

Teachers Level 7 Number – Number of teachers at performance level 7.

In compliance with the Every Student Succeeds Act (ESSA), Section 1111(g)(1)(B), low-income and minority students enrolled in this school cannot be taught at disproportionate rates by ineffective, out-of-field or inexperienced teachers. Data submitted through this screen is used to complete the Ensuring Teacher Quality for All, Section 1112(b)(2), of the consolidated plan.

Number of Principals – Number of principals (position code 20) reported on Screen 18. (*Displayed from MOSIS.*)

Number of Performance Levels Used to Evaluate Principals – In this box provided, tell us how many levels are used to evaluate principals. *Note: Principal Level 1 is the lowest rating level.*

Principals Level 1 Number – Number of principals at performance level 1.

Principals Level 2 Number – Number of principals at performance level 2.

Principals Level 3 Number – Number of principals at performance level 3.

Principals Level 4 Number – Number of principals at performance level 4.

Principals Level 5 Number – Number of principals at performance level 5.

Principals Level 6 Number – Number of principals at performance level 6.

Principals Level 7 Number – Number of principals at performance level 7.

Alignment to the Seven Principles of Effective Evaluation

For each of the five criteria listed for each of the seven principals, check each box which identifies a component of the current evaluation system for teachers (T) and principals (P). Alignment to each principle is determined by implementation of at least three of the five criteria regarding the evaluation process in each school.

Principles and Criteria:

1. Research-based performance targets are aligned with state model teacher and leader standards.

Educator performance targets are research-based and proven.

Performance targets align to appropriate state and national standards.

Performance targets articulate essential practices.

Performance targets are clearly articulated.

Performance targets of the educator link to improvements in student learning.

2. Indicators of performance are articulated across differentiated levels with standards specifying expectations at all levels of practice.

Includes a minimum of three differentiated levels.

Includes clear statements of performance at each level.

Each level allows for discrete, independent, measureable performance targets.

Each level reliably describes practice.

Levels provide clear direction for growth and development in practice.

3. The probation period for the educator as specified in state law provides for the accurate and appropriate accumulation of performance data.

Includes required mentoring as a component of a comprehensive induction process.

Complies with Missouri statute regarding the probationary period.

Is informed by the state's mentor standards.

Includes confidential, non-evaluative support linked to the district's overall plan for professional development.

Focuses on essential practices of particular significance for novice practitioners.

4. Measures of student growth in learning are a significant contributing factor in the evaluation of practice at all levels, using a wide variety of student performance measures.

Is a significant contributing component of the overall evaluation process.

Uses multiple measures of student performance including both formative and summative assessments.

Includes multiple years of comparable data.

Highlights growth in student learning across two points in time as opposed to simple measures of status.

Includes the state assessment where available and appropriate as well as additional district and school determined common assessments.

5. Performance is assessed on a regular basis, including timely feedback from multiple sources that promotes formative development at all career stages and supporting overall improvement.

Is delivered effectively and is meaningful to the improvement of practice.

Focuses on the impact of professional practice to increase student learning.

Is offered at least once annually to everyone either formally, informally or both.

Occurs in close proximity to the data gathering process (i.e., observation, survey, artifact review, etc.).

Occurs within the context of a professional, collaborative culture.

6. Evaluators who collect evidence of performance and provide feedback are highly trained and objective, ensuring that ratings are fair, accurate, and reliable.

Evaluators demonstrate skills aligned to minimum quality assurance standards established by districts and/or state.

Training includes conducting observations focused on the quality of instruction.

Training includes assessing student data, analyzing artifacts, and interpreting survey information.

Training included the effective delivery of meaningful feedback.

Training is offered initially and periodically to those who evaluate educator performance.

7. The evaluation process guides district decisions regarding determinations of status, recognition, development, interventions and policies that impact student learning in the system.

Guides district employment policies and procedures.

Guides district decisions regarding employment determinations.

Informs in particular those policies that impact the extent of student learning. Encourages the recognition and utilization of highly effective educators.


Informs strategies for providing targeted interventions and support.

Save – Click button to save all data on screen.

Edits – Click button to display list of potential data errors and/or warnings related to data displayed.

Core Data Screen 24 – Summer School Courses & Enrollment

The Summer School Courses & Enrollment screen is used to report specific information for each class that is included in the state-funded summer school program, and each certificated staff person as well as each specially funded aide participating in the program. These data, along with information entered directly on Screen 24A – Summer School Application will be reviewed to determine the status of the state-funded summer school program. All data are displayed from the MOSIS Summer Course Assignment and Summer Student Assignment files.



District:

Year: **Status:** OPEN-Cycle is available for data entry.

School No./Name

Location: Core Data Collection - June Cycle - 24 Summer School Courses & Enrollment

Screen 24A

| Line | SSN | First Name | Last Name | Position | Course/Name | Grade | DS | Enroll | Hours | Credit | CC |
|------|-----|------------|-----------|----------|-------------|-------|----|--------|-------|--------|----|
| 1 | | | | | | | | | | | |
| 2 | | | | | | | | | | | |
| 3 | | | | | | | | | | | |
| 4 | | | | | | | | | | | |
| 5 | | | | | | | | | | | |
| 6 | | | | | | | | | | | |
| 7 | | | | | | | | | | | |

Screen 24A

Email: coredata-mosis@dese.mo.gov

Current User: **Last Modified User:** **Last Modified Date:**

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Item Definitions – Screen 24-Summer School Courses & Enrollment

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location, and Help.

School No./Name – Four-digit number and name of attendance center where instruction is given for this program. *(Select from drop-down list.)*

Line – A sequential number for each line assigned by the system.

SSN – Social Security Number of educator. If an educator has multiple assignments, each assignment should be listed on a separate line in consecutive order. Group each educator's assignments together.

First Name/Last Name – First and last names of educator, specially funded aide, or special education ancillary personnel.

Position – Position code and name of educator's assignment *(see Exhibit 3)*. *(Select from drop-down list.)*

Course/Name – Course code that identifies assignment *(see Exhibit 10)*. Every assignment must be identified by a course code except kindergarten and elementary classes in self-contained classrooms. *(Course name is system displayed.)*

Grade – Grade level at which curriculum is designed to be taught *(see Exhibit 12)*. *(Select from drop-down list.)*

DS – Delivery System. Instructional delivery method else null.

Enroll – Enrollment. Number of students served in each assignment.


Hours – Total hours the class meets during the full duration of the summer school program (normally 60 to 120 clock hours).

Credit – Units of high school credit granted for assignment (complete for grades 9-12 only). Enter the units of credit in decimal form, i.e., 0.25, 0.50, 1.00.

CC – Combined Class indicator number.

Del  – Click button to delete row.


Save  – Click button to save all data on screen.

Add More Rows  – Click button to add more rows.

Edits  – Click button to display list of potential data errors and/or warnings related to data displayed.

Core Data Screen 24A – Summer School Application

The Summer School Application screen is used to apply for approval to operate a state-funded summer school program.



District:
Year:
Status: OPEN-Cycle is available for data entry.

Location: Core Data Collection - June Cycle - 24A Summer School Application

Screen 24

Status : OPEN

SUMMER SCHOOL DIRECTOR INFORMATION

| First Name | Last Name | Phone Number | Email Address |
|------------|-----------|--------------|---------------|
| | | | |

PROGRAM INFORMATION

| Line Number | Program Location by School Name/School# | ESSER Yes No | Estimated Enrollment | Grade Span | Open Date MM/DD/YYYY | Close Date MM/DD/YYYY | Days Not in Session | Total Days in Session | Hours Per Day | Total Hours in Session | Delete |
|-------------|---|--|----------------------|------------|----------------------|-----------------------|---------------------|-----------------------|---------------|------------------------|--------|
| - | --Select a Value-- | <input type="radio"/> Yes <input type="radio"/> No | | | | | | | | | |
| - | --Select a Value-- | <input type="radio"/> Yes <input type="radio"/> No | | | | | | | | | |
| - | --Select a Value-- | <input type="radio"/> Yes <input type="radio"/> No | | | | | | | | | |
| - | --Select a Value-- | <input type="radio"/> Yes <input type="radio"/> No | | | | | | | | | |

Summer School enrollment exceeds Regular Year enrollment: ☐ Yes ☐ No

Service Provider: ☐ Yes ☐ No

Offsite Location: ☐ Yes ☐ No

Comments:

DESE Comments:

☐ The LEA has read and agrees to abide by the Summer School Handbook , including the preface regarding ESSER funded summer programs.

Screen 24

Status : OPEN

Email: coredata-mosis@dese.mo.gov

Current User:
Last Modified User:
Last Modified Date:

Item Definitions – Screen 24A-Summer School Application

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location, and Help.

SUMMER SCHOOL DIRECTOR INFORMATION

First Name – First name of the educator that directs the summer school program.

Last Name – Last name of the educator that directs the summer school program.

Phone Number – Phone number of individual that directs the summer school program.

Email Address – Email of individual who directs the summer school program.

PROGRAM INFORMATION

Line Number – A sequential number for each line assigned by the system.

Program Location by School Name/School # – Four-digit name and number of attendance center where instruction is given for this program. *(Select from drop-down list.)*

ESSER – Elementary and Secondary School Emergency Relief. Click Yes if the row includes school and enrollment information for an ESSER-funded summer session; click No if the row is not regarding an ESSER summer session.

Estimated Enrollment – The number of students estimated to be enrolled in the summer program at each program location.

Grade Span – Lowest and highest grades of the attendance center; valid selections are K and 1-12. *(Select from drop-down list.)*

Open Date MM/DD/YYYY – The day the summer school program begins. (Use extra lines for multiple sessions with different starting/closing dates.)

Close Date MM/DD/YYYY – The day the summer school program closes.

Days Not in Session – Total number of planned days school will **not** be in session between the starting and closing dates.

Total Days in Session – The total number of planned days that school will be in session between the starting and closing dates.

Hours Per Day – Total number of hours between the starting time of the first class and the dismissal time of the last class, excluding break and lunch period.

Total Hours in Session – Total number of planned hours that school will be in session between the starting and closing dates.

Summer School Enrollment Exceeds Regular Year Enrollment – If the estimated summer enrollment exceeds the enrollment reported during the traditional school year, the LEA must select the “Yes” button. The

comment box must include rationale and capacity to serve the excess enrollment.

PROVISION OF SERVICES

Service Provider – Organization utilized to operate and provide the LEA’s summer school program. (If the LEA’s summer school program is operated by a Service Provider, the LEA must select the “Yes” button and provide the Service Provider’s contact information.)

Company Name – Organization utilized to operate and provide the LEA’s summer school program. (Service Provider.)

First Name – First name of the contact for the company that operates the LEAs summer school program.

Last Name – Last name of the contact for the company that operates the LEAs summer school program.

Phone Number – Phone number of the contact for the company that operates the LEAs summer school program.

Email Address – Email of contact for the company that operates the LEAs summer school program.


Offsite Location – Service Provider operates summer school program in a facility not owned by LEA. (If the LEA’s summer school program is operated by a Service Provider in a facility not owned by the LEA, the LEA must select the “Yes” button and provide all Service Provider offsite locations in comment box. If the LEA operates a joint program the information must be provided in the comments box.)


Comments – Required LEA response(s) to Y/N questions/Free-form commentary.


DESE Comments – DESE Response/Free-form commentary.

Summer School Handbook Assurance Checkbox – An authorized representative checks the box assuring the department that the program will abide by the policies set forth in the Summer School Handbook. After checking the box, the form should be saved again and then submitted for review and approval.

Del  – Click button to delete row.

 – Click button to save all data on screen

 – Click button to add more rows.

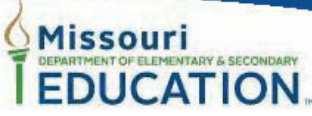
 – Click button to move to Screen 24 Summer School Courses and Enrollment.

 – Click button to submit the Summer School Application for review/approval.

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Core Data Screen 38 – Dyslexia Screening

Screen 38 – Dyslexia Screening allows school districts to choose the method used to test dyslexia.

**Missouri**
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

District:

Year:

Status: OPEN-Cycle is available for data entry.

Location: Core Data Collection - June Cycle

Save

Dyslexia Screening: (Check Only One)

- ☐ DIBELS (including 6th, 7th, Next or 8th Edition)
- ☐ AimsWeb Plus or AimsWeb
- ☐ FAST
- ☐ Other:

Email: coredata-mosis@dese.mo.gov

Current User:

Improving Lives through Education

Item Definitions – Screen 38-Dyslexia Screening

Header Information – Refer to Core Data Collection Menu – Cycles and Layout (page preceding the August Cycle) for definition of District, Year, Status, Location, and Help.

Dyslexia Screening Options:

- DIBELS (including 6th, 7th, Next or 8th Edition)
- AimsWeb Plus or AimsWeb
- FAST
- Other (*If “Other” is marked, please describe in the space provided.*)

Save – Click button to save all data on screen.

MOSIS June Student Core

The June Student Core file requires a single record for each student that was enrolled at some point during the school year in the district or charter or had dropped out or moved during the prior summer. The June Student Core collects all categories of student data in order to derive several end-of-year statistics. This includes the demographic data for graduates, dropouts, and transfers, as well as data about A+ and physical fitness. All students, pre-kindergarten through grade 12, are reported in the June Student Core file.

June Cycle – File Quick Notes

| | |
|----------------------------|---|
| Collection Name: | June Student Core |
| Abbreviation: | Student Core (STC) |
| Availability Date: | May 5 |
| Due Date: | June 30 |
| File Pair: | Student Enrollment and Attendance (SEA) |
| Collection Version: | 2023Jun1.0StuCore |

Student Core data are used to populate Core Data screens 12 – Special Education Exiter Counts by Age, 13 – Secondary Headcount, 14 – Attendance, 14A – Resident II Attendance, 14B – Resident II GPA, and 17 – Physical Fitness Assessment. *See Exhibit 37 for a detailed Core Data screen crosswalk.*

Reporting Student Core

Generally, the district that is providing instruction reports Student Core records. However, when a public school district pays tuition for a resident student to attend a nonpublic or private institution, the resident district reports the Student Core record. The residency status for these students is Resident II (R2). *Refer to Exhibit 21 for more information detailing Residency Status.*

June Cycle Student Core Key Data Concepts

- The Student Core file layout is the same for each reporting cycle – October, December, February, April, and June – but the fields required may be different.
- MOSIS Student Core data are used for populating the Core Data System and for other state and federal reporting, accountability, and funding purposes.
- All students may be reported in the Student Core file as long as the correct residency status and enrolled on count date information are reported.
- Adults are not reported in the Student Core file. Adult students are students taking adult programs. These programs can be identified by CTE program type ending in 10.
- Pre-kindergarten students should be reported in the Student Core file if pre-K services are provided to the students.
- Resident II students should only be reported by the sending district if the student was sent to a non-public or private institution which does not report data to the department. Students sent to other public schools will be reported by those schools.

Linkages Between Files

Student Core to Student Enrollment and Attendance: In the June Cycle the Student Core file is reported along with the Student Enrollment and Attendance file. These files are joined together by the MOSIS ID. The Student Core is reported with the most current information on the student, and that information is then used along with enrollment and attendance information to populate data in the Core Data System.

File Layout: June Cycle Student Core

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts or charters what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition, and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found [here](#). *Code sets may be referenced in Exhibit 38.*

| Student Core – June Cycle | | | | |
|---------------------------|------------------------------|-----|--|-------------------------------------|
| Item | Item Name | Jun | Definition | Code Set |
| 005 | Collection Version | R | Collection version should contain this value '2023Jun1.0StuCore' for the 2023 Student Core June Cycle file layout. | |
| 010 | Current School Year | R | The ending year of the current school year. For example, use '2023' for the 2022-23 school year. | |
| 015 | Attending District Code | R | DESE-assigned six-digit county-district code for the district of attendance. | DESE District Codes |
| 020 | Attending School Code | R | DESE-assigned four-digit school code for the school of attendance. | DESE School Codes |
| 025 | Reporting District Code | R | DESE-assigned six-digit county-district code for the district reporting. | DESE District Codes |
| 030 | Reporting School Code | R | DESE-assigned four-digit school code where the student is being reported from. | DESE School Codes |
| 035 | Resident District Code | R | DESE-assigned six-digit county-district code for the district of residence. E.g., K-8 Resident II student attending high school in a different district would have Resident District Code populated with XXXXXX and the “Attending District Code” populated with YYYYYY representing the district of enrollment. | DESE District Codes |
| 040 | Resident School Code | R | DESE-assigned four-digit school code for the school of residence. | DESE School Codes |
| 045 | Teacher Name (Pre-Code Sort) | O | Used for sort order. Can be teacher/examiner/class name. | |
| 050 | MOSIS Student ID | R | State-assigned student identifier. | |
| 055 | Local Student ID | O | Local student ID maintained by the district. Allows for data to be associated to local systems from DESE source systems. | |
| 060 | Legal Last Name | R | Legal last name. | |
| 065 | Legal First Name | R | Legal first name. | |
| 070 | Legal Middle Name | O | Legal middle name. | |

| Student Core – June Cycle | | | | |
|---------------------------|------------------------------|-----|---|---|
| Item | Item Name | Jun | Definition | Code Set |
| 075 | Legal Name Suffix | O | Legal name suffix. E.g., Jr, Sr. | |
| 080 | Date of Birth | R | Date of birth. | |
| 090 | County | O | County in which the student resides. | County Codes |
| 095 | Student Grade Level | R | Grade level as of the time data is being submitted unless otherwise specified. | Student Grade Level Codes |
| 100 | Gender | R | Gender. | Gender Codes |
| 105 | Race/Ethnicity | R | Pre-defined Race/Ethnic code. | Race Ethnicity Codes |
| 110 | Lunch Status | R | DESE-assigned lunch status code. Indicate whether a student is eligible for free or reduced lunch. | Lunch Status Codes |
| 115 | Gifted | R | Gifted status of student (cumulative). | Gifted Codes |
| 120 | Homeless | R | The primary nighttime residence is the basis for identifying homeless children and youth. Provide code that identifies primary nighttime residence. | Homeless Codes |
| 125 | Migrant | R | A Migrant is a student who has moved across school district boundaries within the preceding 36 months to seek or obtain (or to accompany or join a parent, spouse, or guardian who is seeking to obtain) temporary, seasonal employment in agriculture or fishing, or to work in a beef, poultry, or pork processing plant. | Migrant Codes |
| 130 | In building less than a year | O | Yes = any student who was not enrolled in the building the last Wednesday in September OR was not enrolled in the building during the MAP administration OR was not enrolled in the building at least half of the eligible days between the last Wednesday in September and the MAP administration. | Yes No |
| 135 | In district less than a year | O | Yes = any student who was not enrolled in the district the last Wednesday in September OR was not enrolled in the district during the MAP administration OR was not enrolled in the district at least half of the eligible days between the last Wednesday in September and the MAP administration. | Yes No |
| 140 | Voluntary Transfer Student | O | Designation for students who reside in the St. Louis City school district but who voluntarily enroll in a St. Louis County school district or a student who resides in a St. Louis County school district but attends the St. Louis City school district. The transfer must have been a result of the desegregation settlement agreement. | Yes No |
| 145 | A+ Student | C | Required if student is in grade 09, 10, 11, or 12. DESE-assigned A+ codes that designate if a student is an A+ participant or completer. | APlus Codes |

| Student Core – June Cycle | | | | |
|---------------------------|-------------------------|-----|---|------------------------------------|
| Item | Item Name | Jun | Definition | Code Set |
| 150 | Number of Months in USA | O | This identifies the number of months (cumulative) that an LEP/ELL student has been in the United States as of April 1st for the reporting year. If student has been in the US for 36 or more consecutive months, report 36 for the number of months in USA for them. | |
| 155 | Immigrant | O | Designation for students who are aged 3 through 21, were not born in any state, and have not been attending one or more schools in any one or more states for more than three full academic years. | Immigrant Codes |
| 160 | ELL Primary Language | O | The name of the specific language or dialect that students use to communicate at home. Required if student is reported as ELL/LEP (RCV or NRC). ELL Primary Language Codes can be found at https://dese.mo.gov/data-system-management/core-datamosis . | ISO Language Codes |
| 165 | LEP/ELL | R | DESE-assigned LEP/ELL code set. This code set is used to declare if a student is an English Learner receiving services, English Learner not receiving Title III services due to parent request, first year monitored English Learner, second year monitored English Learner, former English Learner Accountability Year 3, or former English Learner Accountability Year 4. English Learner - In coordination with the state's definition based on Section 8101(20) of the ESEA, as amended by the ESSA, the term 'English learner', when used with respect to an individual, means an individual: (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or a secondary school; (C) (who is i, ii, or iii) (i) who was not born in the United States or whose native languages are languages other than English; (ii) (who is I and II) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who come from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual (who is denied i or ii or iii)[1] (i) the ability to meet the challenging State academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society. Note - To be classified as an English learner, an individual must be A, B, C, and D. For C, an individual can be i, ii, or iii. If C-ii, the individual must be I and II. For D, an individual must be denied i or ii or iii.[2] | LEP Codes |

| Student Core – June Cycle | | | | |
|---------------------------|---|-----|--|---|
| Item | Item Name | Jun | Definition | Code Set |
| 170 | ELL Exit No data are required to be reported in this field. | O | Method used to re-classify the student as non-LEP. No data are required to be reported in this field. | |
| 175 | ELL Exit Test | C | English Proficiency Assessment used to re-classify the student as non-LEP. | LEP ELL Exit Test Codes |
| 180 | ESOL Instructional Model | C | Required for English Learner student receiving services (RCV). A language instruction educational program (LIEP) is a course in which an English learner is placed in order to develop and attain English proficiency while meeting challenging State academic standards. An LIEP may include instruction in English and a child's native language, and English proficient children may participate in the course if the course is designed to enable all participating children to become proficient in English and a second language (ESEA section 3201(7)). | ESOL Model Codes |
| 185 | Missouri Option Program | C | Student who has or is participating in the Missouri Option Program. Must be reported for students in grades 11, and 12. | Yes No |
| 190 | H.S. Career Ed Student | C | Designation for students in grades 9-12 who have completed or are currently taking a Career Education course approved by DESE. Data element not allowed to be reported unless student is in the one of these grades (09, 10, 11, and 12). | HS CareerED Codes |
| 195 | Title I | R | This identifies a student who has received Title I services during the school year. In a targeted assistance program, only students receiving direct Title I services should be designated. All students in a Title I school wide program should be designated as Title I. If the school building does not receive Title I funds, none of the students in that school building should be designated as Title I. | Yes No |
| 200 | Title III | O | This identifies an ELL student who is receiving services funded through Title III-LEP. | Yes No |
| 205 | Residency Status | R | DESE-assigned residency status code for student being reported, e.g., Resident I, Resident II, Non-Resident. | Resident Status Codes |
| 210 | Membership FTE | C | Required for Resident I, Resident II, Non-Resident, DESEG-In and Federal Land students. Report student's average hours per week divided by total possible hours the student could attend in a week. | |

| Student Core – June Cycle | | | | |
|---------------------------|--|-----|--|---|
| Item | Item Name | Jun | Definition | Code Set |
| 215 | One Prior 10 Day Attendance | N | Required for students with residency status of R1, R2, FL, or DI. Enter "N" if the student attended at least one of the 10 school days prior to the count date. Enter "Y" if the student was absent from all 10 school days prior to the count date. September Membership count date is the last Wednesday in September. January Membership count date is the last Wednesday in January. | Yes No |
| 220 | Enrolled On Count Date | N | Enrolled On Count Date is a flag that designates the student was enrolled on the count date targeted by the cycle. October Cycle count date is the last Wednesday in September. December Cycle count date is December 1. February Cycle count date is the last Wednesday in January. | Yes No |
| 225 | Enrolled All Year | R | Enrolled All Year flag indicates the student was enrolled in the district since the last Wednesday in September until the final day of the school year. | Yes No |
| 230 | First Year Freshman | O | Designates the current school year as the student's first high school freshman year. Only report for grade nine students. | Yes No |
| 235 | GPA | C | Required if student is in grade 09 or 10. Student's annual non-cumulative Grade Point Average (GPA). GPA can be reported with three decimal places. | |
| 240 | GPA Scale | C | Required if student is in grade 09 or 10. Grading scale (11 or 4) used by the district attended by the student. | GPAScale Codes |
| 245 | 8th Grade Tech Literacy No data are required to be reported in this field. | O | Student meets or exceeds ESEA eighth grade technology literacy requirements. No data are required to be reported in this field. | Tested Codes |
| 250 | Aerobic Capacity | C | Required for students in grade five, seven, and nine who are enrolled in a physical education class for any part of the traditional school year. DESE-assigned fitness test code representing scoring results as measured through administration of (1) the PACER (Progressive Aerobic Cardiovascular Endurance Run), (2) one mile run/walk, or (3) walk test—to be used for students ages 13 and older. | Physical Fit Assessment Codes |
| 255 | Abdominal Strength | C | Required for students in grade five, seven, and nine who are enrolled in a physical education class for any part of the traditional school year. DESE-assigned fitness test code representing scoring results as measured through administration of curl-up. | Physical Fit Assessment Codes |

| Student Core – June Cycle | | | | |
|---------------------------|--------------------------------|-----|---|---|
| Item | Item Name | Jun | Definition | Code Set |
| 260 | Upper Body Strength | C | Required for students in grade five, seven, and nine who are enrolled in a physical education class for any part of the traditional school year. DESE-assigned fitness test code representing muscular strength measured through administration of (1) 90° push-ups, (2) pull-ups, (3) modified pull-ups, or (4) flexed arm hang. | Physical Fit Assessment Codes |
| 265 | Flexibility | C | Required for students in grade five, seven, and nine who are enrolled in a physical education class for any part of the traditional school year. DESE-assigned fitness test code representing scoring results as measured through administration of the back-saver sit and reach. | Physical Fit Assessment Codes |
| 270 | IEP Disability | R | Report most dominant disability. In June IEP should be reported if the student had an IEP at any time during the school year. Other cycles report the most current IEP Status. | Disability Codes |
| 275 | MAP-Alternate | O | Designations for a student whose IEP team has determined that the student is eligible for the MAP Alternate (MAP-A) Assessment. | Yes No |
| 280 | Special Education Placement | O | Required for students with an IEP. Code that identifies special education placement category. | SPED Placement Codes |
| 285 | SPED Program Exit Code | C | Required if a student exited Special Education during the year by either returning to regular education or due to parent withdrawal from special education services. | SPED Program Exit Codes |
| 286 | Truant | C | Required for all students except grade PK. Truant student has 10 or more cumulative days of unexcused absence from the school district. Days of absence must be unique; do not count absence from two separate buildings in one day as two days of unexcused absence. | Yes No |
| 288 | Supplemental Education Service | O | Identify if a student is eligible, has been offered, applied for but was denied, or received Supplemental Educational Services (SES). Supplemental educational services provide additional academic instruction designed to increase the academic achievement of low-income students in Title I schools in their second and subsequent years of school improvement, corrective action or restructuring. These services by DESE approved providers include academic assistance through tutoring that are consistent with the content and instruction used by the local educational agency (LEA) and are aligned with the state's academic content standards. Supplemental educational services must be provided outside of the regular school day. | Supplemental Educational Services Codes |

| Student Core – June Cycle | | | | |
|---------------------------|------------------------------------|-----|--|---------------------------------------|
| Item | Item Name | Jun | Definition | Code Set |
| 290 | Career Cluster | C | Required for secondary career education students who are identified as Perkins Participants or Concentrators (please review the HS Career Ed code set for the definition of a Concentrator). 16 Career Education clusters used by DESE to identify the primary career education path. | CTE Cluster Codes |
| 292 | Nontraditional Student (Secondary) | C | Required for secondary career education students. Classification is defined as persons entering a career education training program or occupation nontraditional to their gender. An enrollment of 75% of one gender is considered traditional. | Yes No |
| 294 | Single Parent (Secondary) | O | Required for secondary career education students. Classification is defined as an individual who is unmarried or separated from their spouse and is pregnant or has sole or joint custody of a minor child or children. | Yes No |
| 296 | Displaced Homemaker (Secondary) | O | Required for secondary career education students. Classification is defined as an individual who has worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills; or has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest dependent child will become ineligible to receive assistance under social security; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. | Yes No |
| 298 | CTE Technical Skills Attainment | O | Provide the Technical Skill Attainment result or circumstance associated with the student's technical assessment. | CTE TSA Testing Codes |
| 300 | K-8 Graduate District Code | C | Required for grade nine and 10 non-resident students who graduated eighth grade from a K-8 district. DESE six-digit district code of the K8 district from which the student graduated eighth grade and has remained a resident of the K-8 district. | K-8District Codes |
| 302 | ECO Entry Date | O | Date of entry into ECSE program. | |
| 304 | ECO Entry Indicator 1 | C | Rating at entry into ECSE for Positive social-emotional skills. | ECO Indicator Codes |
| 306 | ECO Entry Indicator 2 | C | Rating at entry into ECSE for Acquisition and use of knowledge and skills. | ECO Indicator Codes |
| 308 | ECO Entry Indicator 3 | C | Rating at entry into ECSE for Use of appropriate behaviors to meet needs. | ECO Indicator Codes |
| 310 | ECO Exit Date | O | Date of exit from ECSE program. | |
| 312 | ECO Exit Indicator 1 | C | Rating at exit from ECSE for Positive social-emotional skills. | ECO Indicator Codes |
| 314 | ECO Exit Indicator 2 | C | Rating at exit from ECSE for Acquisition and use of knowledge and skills. | ECO Indicator Codes |

| Student Core – June Cycle | | | | |
|---------------------------|--------------------------------|-----|--|--|
| Item | Item Name | Jun | Definition | Code Set |
| 316 | ECO Exit Indicator 3 | C | Rating at exit from ECSE for Use of appropriate behaviors to meet needs. | ECO Indicator Codes |
| 318 | CTE Program Code | C | The Career Education program where the student's main concentration is. Career Education program code. Exhibit 9 in Core Data Manual. | CTE Program Codes |
| 320 | Title III LEP | C | Conditional and required if LEPELL is RCV. Collects if the LEP student was Title III funded. Codes (TF) Title III Funded, (NF) Not Title III Funded, (NE) Not Eligible for Funding. | Title 3 Fund Codes |
| 321 | Title III Immigrant | O | Conditional and required if Immigrant is RCV. Collects if the immigrant was Title III funded. Codes (TF) Title III Funded, (NF) Not Title III Funded, (NE) Not Eligible for Funding. | Title 3 Fund Codes |
| 322 | First Freshman Year | C | Required for students not previously enrolled in a Missouri public school district in grades 09, 10, 11, 12. Report the four digit school year in which the student first attended the ninth grade. | |
| 323 | Zip Code | O | Five- or nine-digit Postal Zip Code for the primary residence of the student. | |
| 324 | Industry Recognized Credential | O | The department-approved industry-recognized credential/certification received by student. | Industry Recognized Credential Codes |
| 325 | Military | R | Consistent with the Every Student Succeeds Act (ESSA), and 10 U.S.C 101(a)(4) and 101(d)(1), and 101(d)(5). An indication that the student has a parent or guardian that is a member of the Armed Forces on active duty or on full-time National Guard duty. | Military Codes |
| 326 | MPP | C | Student is participating in the district's Missouri Preschool Program. Required for PK students in districts with an approved Missouri Preschool Program. | Yes No |
| 327 | Foster Care | R | Report for foster care any time during the school year. Consistent with the Fostering Connections Act, "foster care" means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and preadoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the state, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made. (45 C.F.R. § 1355.20(a)). | Yes No |

| Student Core – June Cycle | | | | |
|---------------------------|-------------------------|-----|--|---|
| Item | Item Name | Jun | Definition | Code Set |
| 328 | PK Eligible State Aid | R | Required if an eligible district has selected the PK student to have attendance hours claimed for state aid. PK student must meet all required criteria for eligibility (163.018.1, RSMo). Maximum PK students selected not to exceed 4% of the district's 5-18 year old FRL population. | Yes No |
| 329 | Kindergarten Readiness | O | Child has overall age-appropriate skills and behaviors that indicates the child is ready for kindergarten. (This should not be used to determine if the child is eligible for kindergarten.) | Yes No Unknown Codes |
| 330 | High Need Student | O | An IEP student whose educational costs exceed three times the LEA's current expenditure per Average Daily Attendance (ADA). | Yes No |
| 331 | Dyslexia | C | Required for students in grades K-3. Universal screening for reading/dyslexia risk factors is required yearly for students in grades K-3. | Dyslexia Codes |
| 332 | Neglected or Delinquent | R | Institutions for neglected children and youth are public or private residential facilities, other than a foster home, that operate primarily for the care of children and youth who have been committed to the institution or voluntarily placed in the institution under applicable state law due to (1) abandonment; (2) neglect; or (3) death of their parents or guardians and have had an average length of stay in the institution of at least 30 days. Institutions for delinquent children and youth are public or private residential facilities, other than a foster home, that operate primarily for the care of children and youth who have been adjudicated delinquent or in need of supervision and have had an average length of stay in the institution of at least 30 days. | Neglected or Delinquent Codes |
| 333 | CTE Certificate | C | Only CTE Concentrators (with 3 credits in a program of study) that graduate and meet all of the criteria set forth by the State Board of Education are eligible to receive a CTE Certificate. Report Yes for students receiving the certificate. | Yes No |
| 334 | Instruction Method | R | Report the predominant instruction method for the student based on the reporting period of time. The October collection reflects the beginning of the school year until the October collection date. The February collection reflects the period from October through the February collection date. The June collection reflects the period from February through the end of the school year. | Instruction Method Codes |
| 335 | Internet Access | O | Report if the student has internet access available for educational purposes at home. | Yes No Unknown Codes |
| 336 | Device Access | O | Report if a student has access to a device for educational purposes to use at home. | Yes No Unknown Codes |

| Student Core – June Cycle | | | | |
|---------------------------|-------------------------------|-----|--|---|
| Item | Item Name | Jun | Definition | Code Set |
| 337 | PK Replacement ID | O | Report the MOSIS ID for the PK, PKA, PKP student already claimed for state aid that this PK, PKA, PKP student is replacing. | |
| 338 | Stackable Credential 1 | O | Department-approved series of aligned, recognized, preferred, and/or required credentials (stackable) within an industry or sector that support an individual's ability to obtain related, career employment. Two stackable credentials will equate to one IRC. | Stackable Credential Codes |
| 339 | Stackable Credential 2 | O | Department-approved series of aligned, recognized, preferred, and/or required credentials (stackable) within an industry or sector that support an individual's ability to obtain related, career employment. Two stackable credentials will equate to one IRC. | Stackable Credential Codes |
| 340 | ICAP | C | Required to be reported for students in grade 8. A plan of student to guide students through coursework and activities for achieving personal career goals, postsecondary planning, and providing individual pathway options. The ICAP is a multi-year process beginning no later than eighth grade that intentionally guides students and families in the exploration of career, academic and multiple postsecondary opportunities. | Yes No |
| 341 | ICAP Review | C | Required to be reported for students in grades 9, 10, 11, and 12. The student's personal plan of study, is reviewed regularly by school personnel and the student's parent/guardian. The review includes the sequence of courses and experiences that prepare a student to reach his or her postsecondary goals. | Yes No |
| 342 | Seal of Biliteracy | C | Required for students in grades 11 or 12. Missouri Seal of Biliteracy (SoBL) and Distinguished Missouri Seal of Biliteracy is awarded to graduating high school students in districts or charters with an approved DESE program who have demonstrated achievement in English, a Language Other Than English (LOTE) and sociocultural Competence. | Yes No |
| 343 | Seal of Biliteracy Language 1 | C | Required if Seal of Biliteracy if Yes. Student shows a high level of achievement in English and an intermediate level of proficiency in another language as outlined in the Missouri Seal of Biliteracy: Implementation Guide (https://dese.mo.gov/media/pdf/curr-eld-sobl-implementation-guide). | Seal of Biliteracy Language Codes |
| 344 | Seal of Biliteracy Language 2 | O | Student shows a high level of achievement in English and an intermediate level of proficiency in another language as outlined in the Missouri Seal of Biliteracy: Implementation Guide (https://dese.mo.gov/media/pdf/curr-eld-sobl-implementation-guide). | Seal of Biliteracy Language Codes |

| Student Core – June Cycle | | | | |
|---------------------------|------------------------------------|-----|---|---|
| Item | Item Name | Jun | Definition | Code Set |
| 345 | Seal of Biliteracy Language 3 | O | Student shows a high level of achievement in English and an intermediate level of proficiency in another language as outlined in the Missouri Seal of Biliteracy: Implementation Guide (https://dese.mo.gov/media/pdf/curr-eld-sobl-implementation-guide). | Seal of Biliteracy Language Codes |
| 346 | Associate Degree | C | Required for students in grade 12. Degree earned after completing two years of study at a junior college, college, or university. Courses must be offered by approved institutions for dual credit/dual enrollment. | Yes No |
| 347 | Associate Degree Institution | C | Required if Associate Degree is Yes. Institution awarding associate degree. | Approved Dual Credit Codes |
| 348 | KG Physical Well-being and Motor | O | Report yes, no, or unknown as to whether the child has age-appropriate physical abilities, including gross and fine motor skills. | Yes No Unknown Codes |
| 349 | KG Social and Emotional | O | Report yes, no, or unknown as to whether the child has age-appropriate behaviors, including the ability to express emotions, build relationships with adults and peers, develop a sense of personal identity, and work cooperatively with others. | Yes No Unknown Codes |
| 350 | KG Cognition and General Knowledge | O | Report yes, no, or unknown as to whether the child has age-appropriate thinking and problem-solving skills as well as knowledge about particular objects and the way the world works, including mathematical knowledge, abstract thought, and imagination. | Yes No Unknown Codes |
| 351 | KG Approaches Toward Learning | O | Report yes, no, or unknown as to whether the child has age-appropriate use of skills and knowledge, including curiosity, creativity, confidence, persistence, and initiative. | Yes No Unknown Codes |
| 352 | KG Language and Literacy | O | Report yes, no, or unknown as to whether the child has age-appropriate communication skills such as listening, speaking, and phonological awareness as well as early literacy skills for print awareness, story sense, early writing, and the connection of letters to sounds. | Yes No Unknown Codes |
| 353 | On Track to Graduate | C | Required to be reported for students in grades 9, 10, 11, and 12. Based on the student's ICAP, the student is making expected progress toward meeting graduation requirements. | Yes No |
| 354 | Credits Earned | C | Required to be reported for students in grades 9, 10, 11, and 12. The cumulative credits earned toward meeting graduation requirements at this time. | |

MOSIS June Student Enrollment and Attendance

The June Student Enrollment and Attendance file contains one or more record(s) for every student served in the regular school year or students who transferred out or dropped out over the summer. These records must include entry/exit information and attendance information for each entry/exit segment. A record is required for each time a student enters or exits a school, changes grade or changes residency status.

June Cycle – File Quick Notes

| | |
|----------------------------|--|
| Collection Name: | June Student Enrollment and Attendance |
| Abbreviation: | Student Enrollment Attendance (SEA) |
| Availability Date: | May 5 |
| Due Date: | June 30 |
| File Pair: | Student Core (STC) |
| Collection Version: | 2023Jun1.0StuEnrlAttnd |

The data collected in the June Student Enrollment and Attendance file populates Core Data screens 13 – Secondary Headcount, 14 – Attendance, and 14A – Resident II Attendance. *See Exhibit 37 for a detailed Core Data screen crosswalk.*

Reporting Student Enrollment and Attendance

Generally, the district that is providing instruction reports Student Enrollment and Attendance records. However, when a public school district pays tuition for a resident student to attend a non-public or private institution, the resident district reports the Student Enrollment and Attendance record. The residency status for these students is Resident II (R2). *Refer to Exhibit 21 for more information detailing Residency Status.*

File Layout: June Cycle Student Enrollment and Attendance

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts or charters what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition, and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found [here](#). Code sets may be referenced in Exhibit 38.

| Student Enrollment and Attendance – June Cycle | | | | |
|--|-------------------------|-----|--|-------------------------------------|
| Item | Item Name | Jun | Definition | Code Set |
| 005 | Collection Version | R | Collection version should contain this value '2023Jun1.0StuEnrlAttnd' for the 2023 Student Enrollment Attendance June Cycle file layout. | |
| 010 | Current School Year | R | The ending year of the current school year. For example, use '2023' for the 2022-23 school year. | |
| 015 | Attending District Code | R | DESE-assigned six-digit county-district code for the district being exited. | DESE District Codes |
| 020 | Attending School Code | R | DESE-assigned four-digit school code for the school being exited. | DESE School Codes |
| 025 | Reporting District Code | R | DESE-assigned six-digit county-district code for the district reporting. | DESE District Codes |
| 030 | Reporting School Code | R | DESE-assigned four-digit school code where the student is being reported from. | DESE School Codes |
| 035 | Resident District Code | R | DESE-assigned six-digit county-district code for the district of residence. E.g., K-8 Resident II student attending high school in a different district would have Resident District Code populated with XXXXXX and the “Attending District Code” populated with YYYYYY representing the district of enrollment. | DESE District Codes |
| 040 | Resident School Code | R | DESE-assigned four-digit school code for the school of residence. | DESE School Codes |
| 045 | MOSIS Student ID | R | State-assigned student identifier. See https://dese.mo.gov/data-system-management/core-datamosis for more information. | |
| 050 | Local Student ID | O | Local student ID maintained by the district. Allows for data to be associated to local systems from DESE source systems. | |
| 055 | Legal Last Name | O | Legal last name. | |
| 060 | Legal First Name | O | Legal first name. | |
| 065 | Legal Middle Name | O | Legal middle name. | |
| 070 | Legal Name Suffix | O | Legal name suffix. E.g., Jr, Sr. | |
| 075 | Date of Birth | R | Date of birth. | |

| Student Enrollment and Attendance – June Cycle | | | | |
|--|--------------------------------|-----|--|---|
| Item | Item Name | Jun | Definition | Code Set |
| 080 | Student Grade Level | R | Grade level as of the time data is being submitted unless otherwise specified. | Student Grade Level Codes |
| 090 | Residency Status | R | DESE-assigned residency status code for student being reported, e.g., Resident I, Resident II, Non-Resident. | Resident Status Codes |
| 095 | Regular Hrs Attended | C | Required if student is not grade PK and did not enter and exit on the same day. Number of full-time and part-time hours the student spent in attendance at the attending district. | |
| 100 | Regular Hrs Absent | R | Required if student is not grade PK and did not enter and exit on the same day. Number of hours the student was absent at the attending district. | |
| 105 | Remedial Hrs Attended | R | Number of remedial hours outside the normal school day in accordance with Sections 167.340, 167.640, and 167.645, RSMo, the student spent in attendance at the attending district. | |
| 110 | Hours in Session | C | Required for resident II students. Total number of actual hours student could have attended at the attending school. | |
| 115 | Summer Attendance | N | Hours student attended summer school. | |
| 120 | Summer Membership | N | Total hours available for student to attend. | |
| 125 | Entry Date | R | Date student entered the attending school. | |
| 130 | Entry Code | R | Type of entry corresponding to the date the student entered the attending school. | Entry Codes |
| 135 | Exit Date | R | Date student left the attending school. | |
| 140 | Exit Code | R | Type of exit corresponding to the date the student left the attending school. | Exit Codes |
| 145 | Exit Destination District Code | C | DESE-assigned six-digit county-district code of the district the student was confirmed to be transferred to. This field is required if a student is marked as Transfer Out to another school or district in state. (If this field is left blank then exit destination comment must be provided.) | DESE District Codes |
| 150 | Exit Destination School Code | C | DESE-assigned four-digit school code of the school the student was confirmed to be transferred to. This field is required if a student is marked as Transfer Out to another school or district in state. (If this field is left blank then exit destination comment must be provided.) | DESE School Codes |
| 155 | Exit Destination Comment | C | Detailed comment describing students exit from the school or district. | |

| Student Enrollment and Attendance – June Cycle | | | | |
|--|-----------------------|-----|---|-------------------------------------|
| Item | Item Name | Jun | Definition | Code Set |
| 156 | School Choice | O | Identify if a student is eligible, has been offered, applied for but was denied, or received School Choice. Children enrolled in a Title I school are eligible for school choice when their school is in the first and subsequent years of school improvement, corrective action, or restructuring. Any child attending such a school must be offered the option of transferring to a public school in the district not identified for school improvement, unless such an option is prohibited by state law. ESEA requires that in some circumstances priority in providing school choice be given to the lowest achieving children from low-income families. | School Choice Codes |
| 157 | Extended School Hours | N | Number of extended school year hours of special education and related services provided to a child with a disability. These hours are beyond the normal school year of the public agency, are in accordance with the child's IEP, are at no cost to the parents of the child, and meet the standards of the State Education Agency. | |
| 158 | Chronic Absent | R | Report the number of days the student was absent for more than 50 percent of the school day between the begin date and the end date. Include those absences whether excused or unexcused. | |

MOSIS June Student Discipline

School districts receiving funds under ESEA and/or the Individuals with Disabilities Education Act (IDEA) are required to report all disciplinary incidents that result in in-school or out-of-school suspension (regardless of duration), expulsion, or unilateral removal to an interim educational setting. The data submitted in the June Cycle are used to satisfy the discipline-related reporting requirements for school districts under the federal Gun-Free School Act, ESEA, IDEA, and the state law (Section 160.522) concerning school district report cards.

June Cycle – File Quick Notes

| | |
|----------------------------|-----------------------------------|
| Collection Name: | June Student Discipline |
| Abbreviation: | Student Discipline Incident (SDI) |
| Availability Date: | May 5 |
| Due Date: | June 30 |
| File Pair: | None |
| Collection Version: | 2023Jun1.0StuDiscipline |

The Student Discipline file is only collected in the June Cycle. Student Discipline data are used to populate portions of Core Data Screen 09 – Discipline Incidents. *See Exhibit 37 for a detailed Core Data screen crosswalk.*

Reporting Student Discipline Data

All public school districts report incidents in which a student is removed from the regular classroom half a day or more.

File Layout: June Cycle Student Discipline

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition, and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found [here](#). Code sets may be referenced in Exhibit 38.

| Student Discipline – June Cycle | | | | |
|---------------------------------|-------------------------|-----|--|-------------------------------------|
| Item | Item Name | Jun | Definition | Code Set |
| 005 | Collection Version | R | Collection version should contain this value '2023Jun1.0StuDiscipline' for the 2023 Student Discipline June file layout. | |
| 010 | Current School Year | R | The ending year of the current school year. For example, use '2023' for the 2022-23 school year. | |
| 015 | Attending District Code | R | DESE-assigned six-digit county-district code for the district of attendance. | DESE District Codes |
| 020 | Attending School Code | R | DESE-assigned four-digit school code for the school of attendance. | DESE School Codes |
| 025 | Reporting District Code | R | DESE-assigned six-digit county-district code for the district reporting. | DESE District Codes |
| 030 | Reporting School Code | R | DESE-assigned four-digit school code where the student is being reported from. | DESE School Codes |
| 035 | Resident District Code | R | DESE-assigned six-digit county-district code for the district of residence. E.g., K-8 Resident II student attending high school in a different district would have Resident District Code populated with XXXXXX and the “Attending District Code” populated with YYYYYY representing the district of enrollment. | DESE District Codes |
| 040 | Resident School Code | R | DESE-assigned four-digit school code for the school of residence. | DESE School Codes |
| 045 | MOSIS Student ID | R | State-assigned student identifier. See https://dese.mo.gov/data-system-management/core-datamosis for more information. | |
| 050 | Local Student ID | O | Local student ID maintained by the district. Allows for data to be associated to local systems from DESE source systems. | |
| 055 | Legal Last Name | O | Legal last name. | |
| 060 | Legal First Name | O | Legal first name. | |
| 065 | Legal Middle Name | O | Legal middle name. | |
| 070 | Legal Name Suffix | O | Legal name suffix. E.g., Jr, Sr. | |
| 075 | Date of Birth | R | Date of birth. | |

| Student Discipline – June Cycle | | | | |
|---------------------------------|-------------------------------|-----|--|---|
| Item | Item Name | Jun | Definition | Code Set |
| 080 | Student Grade Level | R | Grade level as of the time data is being submitted unless otherwise specified. | Student Grade Level Codes |
| 085 | Gender | R | Gender. | Gender Codes |
| 090 | Race/Ethnicity | R | Pre-defined Race/Ethnic code. | Race Ethnicity Codes |
| 095 | Offense Date | R | Date offense occurred. | |
| 100 | Offense Type | R | Nature of offense resulting in removal of student from regular school setting. | Discipline Offense Type Codes |
| 105 | Weapon Type | R | Type of weapon involved in the offense. For further clarification on weapons, see (18 U.S.C.§ 921). | Discipline Weapon Type Codes |
| 110 | Discipline Removal | R | Type of disciplinary action used to remove student committing the offense from current educational setting. | Discipline Removal Codes |
| 115 | Length Removed | R | Length of time student committing offense is removed from current educational placement. | Discipline Length Removed Codes |
| 120 | Modified Length | C | Value is required if student was expelled. Expelled student whose length of removal was modified (shortened) by chief administrative officer of the school district. | Yes No |
| 125 | Alternate Placement Indicator | C | Value is required if student was expelled. Expelled student receiving educational services in an alternative educational setting. | Yes No |

| Student Discipline – June Cycle | | | | |
|---------------------------------|----------------|-----|---|----------------------------------|
| Item | Item Name | Jun | Definition | Code Set |
| 130 | LEP/ELL | R | DESE-assigned LEP/ELL code set. This code set is used to declare if a student is an English Learner receiving services, English Learner not receiving Title III services due to parent request, first year monitored English Learner, second year monitored English Learner, former English Learner Accountability Year 3, or former English Learner Accountability Year 4. English Learner - In coordination with the state's definition based on Section 8101(20) of the ESEA, as amended by the ESSA, the term 'English learner', when used with respect to an individual, means an individual: (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or a secondary school; (C) (who is i, ii, or iii) (i) who was not born in the United States or whose native languages are languages other than English; (ii) (who is I and II) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who come from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual (who is denied i or ii or iii)[1] (i) the ability to meet the challenging State academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society. Note - To be classified as an English learner, an individual must be A, B, C, and D. For C, an individual can be i, ii, or iii. If C-ii, the individual must be I and II. For D, an individual must be denied i or ii or iii.[2] | LEP Codes |
| 135 | IEP Disability | R | Report most dominant disability. | Disability Codes |

MOSIS June Summer Course Assignment

The June Summer Course Assignment file requires a record for every educator assignment of position code 60 (teacher). In the June Cycle districts that conduct state-approved and state-funded summer school programs should report data on certified staff and students who participate in the program.

June Cycle – File Quick Notes

| | |
|----------------------------|---------------------------------|
| Collection Name: | June Summer Course Assignment |
| Abbreviation: | Summer Course Assignment (SCR) |
| Availability Date: | May 5 |
| Due Date: | June 30 |
| File Pair: | Summer Student Assignment (SSA) |
| Collection Version: | 2023Jun1.0SumCrsAssign |

The June Summer Course Assignment file along with the June Summer Student Assignment file make up the June Summer Assignment Collection. Together these files collect the assignments and data needed to determine the enrollment counts.

Summer Course Assignment data are used to populate portions of Core Data Screen 24 – Summer School Courses & Enrollment. *See Exhibit 37 for a detailed Core Data screen crosswalk.*

Reporting Summer Course Assignment Data

Districts and schools with approved summer school programs report Summer Course Assignment records when the educator provides instruction or services.

Summer Course Assignment records for ITV classes are reported by the district which offers the ITV classes. When ITV classes are offered by a college or university, only the assignment records are reported by the district where students receive ITV instruction. (Courses taught via ITV with a community college would be an illustration of this scenario.) *Scenarios can be found in Exhibit 26.*

Reporting Summer School Dual Credit/Dual Enrollment Completion

Dual credit/dual enrollment credit earned during summer school should be reported at the conclusion of the school year in the MOSIS June Student Course Completion collection.

To report dual credit/dual enrollment, keep in mind the following:

1. Dual credit/enrollment courses completed in the summer of current school year, e.g., 2023, are reported in the same school year June Student Course Completion file submission **only**, e.g., 2023. Do not report summer school dual credit/enrollment in the June Summer Course/Student Assignment file or the October file.
2. Dual credit/dual enrollment students reported in the Course Completion file in this manner will receive an error message which will not allow the file to be certified and submitted.
3. Upon request, the Office of Data System Management (ODSM) will override the error to enable the reporting of dual credit/dual enrollment course completion files. Please contact ODSM at dsm@dese.mo.gov or 573-522-3207, option 2, with any questions.

Linkages Between Files

The Summer Course Assignment and Summer Student Assignment files are collected together as the Summer Assignment Collection. In the Summer Course Assignment file, if enrollment in a course is not reported, a caseload must be provided.

File Layout: June Cycle Summer Course Assignment

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts or charters what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition, and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found [here](#). Code sets may be referenced in Exhibit 38.

| Summer Course Assignment – June Cycle | | | | |
|---------------------------------------|-------------------------|-----|---|--|
| Item | Item Name | Jun | Definition | Code Set |
| 005 | Collection Version | R | Collection version should contain this value '2023Jun1.0SumCrAssign' for the 2023 June Cycle Summer Course Assignment file layout. | |
| 010 | Current School Year | R | The ending year of the current school year. For example, use '2023' for the 2022-23 school year. | |
| 025 | Reporting District Code | R | DESE-assigned six-digit county-district code for the district reporting. | DESE District Codes |
| 030 | Reporting School Code | R | DESE-assigned four-digit school code where the student is being reported from. | DESE School Codes |
| 050 | ED SSN | R | Required if the Reporting and Receiving district are the same or if there is no Receiving district. Educator Social Security Number. Formats allowed '999999999'. | |
| 060 | Educator Last Name | R | Educator's legal last name. | |
| 065 | Educator First Name | R | Educator's legal first name. | |
| 070 | Position Code | R | Position code of educator's assignment. | Position Codes |
| 080 | CTE Program Type | O | Program type code of CTE approved program. | CTE Program Type Codes |
| 090 | Assignment Number | R | The number used to uniquely identify an instance of an educators course assignment also used to link that course to the records of students within the course. | |
| 100 | Local Course Number | O | Course code that identifies assignment. Every assignment must be identified by a course code except pre-kindergarten, kindergarten, and elementary classes in self-contained classrooms. If a teacher has more than one grade in a self-contained elementary classroom or is teaching morning and afternoon pre-kindergarten or kindergarten classes, show as separate assignments. | |
| 110 | Local Course Name | O | Course name abbreviation. | |
| 120 | Local Section Number | O | Local section number. | |

| Summer Course Assignment – June Cycle | | | | |
|---------------------------------------|------------------------|-----|---|--|
| Item | Item Name | Jun | Definition | Code Set |
| 130 | State Course Number | C | Course code that identifies assignment. Every assignment must be identified by a course code except pre-kindergarten, kindergarten, and elementary classes in self-contained classrooms. If a teacher has more than one grade in a self-contained elementary classroom or is teaching morning and afternoon pre-kindergarten or kindergarten classes, show as separate assignments. | State Course Codes |
| 140 | Assignment Start Date | O | Date course is added after beginning of school year or filled for first time after beginning of school year or an individual replaces original course educator after beginning of school year else null. | |
| 150 | Assignment End Date | O | Date course is eliminated prior to end of school year or individual is transferred out of position prior to end of school year (leaving position vacant) or individual is replaced in position with another individual prior to end of school year else null. | |
| 170 | Course Sequence Number | O | Sequence number that identifies the content of courses taught at more than one level. If only one level of course content is offered, leave SEQ blank. | Course Seq Num Codes |
| 180 | Course Grade Level | R | Grade level at which curriculum for the specific course is designed to be taught. Grade level should reflect the grade at which the course curriculum is meant to be offered; not necessarily describe the students in the classroom. For example, if General Science is offered as a ninth grade class, it should be reported as grade nine even though some 10th or 11th grade students may be in the classroom. Conversely, a Physics class offered as a junior level (or third high school year) course that contains advanced standing freshmen and/or sophomores should be coded grade 11 (not grade 13). | Assignment Grade Level Codes |
| 190 | Course Semester | O | Semester (blank or 0 – full year, 1 – first semester, 2 – second semester) else null. | Course Semester Codes |
| 200 | Course Delivery System | C | Delivery System. Instructional delivery method else null. | Course Delivery System Codes |
| 210 | Course Program Code | C | Program code that identifies special funding or approval else null. | Course Program Codes |
| 220 | Course Minutes | O | Minutes per week for class/assignment. (Student passing time and “Channel One” are not included.) | |
| 230 | Course Credits | C | Credit. Units of high school credit granted for assignment else null. | |
| 235 | Caseload | C | Number of students served in an educational setting other than a regularly scheduled class. | |

| Summer Course Assignment – June Cycle | | | | |
|---------------------------------------|--------------------|-----|---|----------|
| Item | Item Name | Jun | Definition | Code Set |
| 240 | Course Total Hours | R | Total hours the class meets during the full duration of the summer school program (normally 60 to 120 clock hours). This item is not allowed to be reported in October. | |
| 242 | Assignment Comment | O | Free-form notes used to indicate (1) job titles for Course 887900, (2) course titles for "Other" (xxxx99) courses, (3) supplemental assignment for Course 880000, (4) teachers assisted by an aide, (5) aides assisting a teacher, or (6) other nonstandard info. | |
| 245 | Combined Course | C | Combined classes are situations where students of two or more different subjects or course sequence levels (or grade levels for self-contained elementary classes) are taught during the same time period by the same teacher. | |

MOSIS June Summer Student Assignment

The June Summer Student Assignment file requires one or more records for each student in a given educator's teaching assignment. This file collects assignments for summer school only.

The June Summer Student Assignment file identifies a student's enrollment in an assignment and collects the courses taken by a student for summer school.

June Cycle – File Quick Notes

| | |
|----------------------------|---------------------------------|
| Collection Name: | June Summer Student Assignment |
| Abbreviation: | Summer Student Assignment (SSA) |
| Availability Date: | May 5 |
| Due Date: | June 30 |
| File Pair: | Summer Course Assignment (SCR) |
| Collection Version: | 2023Jun1.0SumStuAssign |

Summer Student Assignment data are used to populate portions of Core Data Screen 24 – Summer School Courses & Enrollment. *See Exhibit 37 for a detailed Core Data screen crosswalk.*

Reporting Summer Student Assignment Data

Districts and schools with an approved summer school program report Summer Student Assignment records.

Summer Student Assignment records for ITV classes are reported by the district which offers the ITV classes. When ITV classes are offered by a college or university, only the assignment records are reported by the district where students receive ITV instruction. (Courses taught via ITV with a community college would be an illustration of this scenario.) *Scenarios can be found in Exhibit 26.*

Reporting Summer School Dual Credit/Dual Enrollment Completion

Dual credit/dual enrollment credit earned during summer school should be reported at the conclusion of the school year in the MOSIS June Student Course Completion collection.

To report dual credit/dual enrollment, keep in mind the following:

1. Dual credit/enrollment courses completed in the summer of the current school year, e.g., 2023, are reported in the same school year June Student Course Completion file submission **only**, e.g., 2023. Do not report summer school dual credit/enrollment in the current June Summer Course/Student Assignment file or the October file.
2. Dual credit/dual enrollment students reported in the Course Completion file in this manner will receive an error message which will not allow the file to be certified and submitted.
3. Upon request, the Office of Data System Management (ODSM) will override the error to enable the reporting of dual credit/dual enrollment course completion files. Please contact ODSM at dsm@dese.mo.gov or 573-522-3207, option 2, with any questions.

Linkages Between Files

The Summer Student Assignment and Summer Course Assignment files are collected together as the Summer Assignment Collection. The Student Assignment file requires at least one student record for every teaching position (60) assignment reported in the Course Assignment file if caseload was not provided in the Summer Course Assignment file.

File Layout: June Cycle Summer Student Assignment

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts or charters what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition, and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found [here](#). Code sets may be referenced in Exhibit 38.

| Summer Student Assignment – June Cycle | | | | |
|--|---------------------------|-----|--|---|
| Item | Item Name | Jun | Definition | Code Set |
| 005 | Collection Version | R | Collection version should contain this value '2023Jun1.0SumStuAssign' for the 2023 June Cycle Summer Student Assignment file layout. | |
| 010 | Current School Year | R | The ending year of the current school year. For example, use '2023' for the 2022-23 school year. | |
| 025 | Reporting District Code | R | DESE-assigned six-digit county-district code for the district reporting. | DESE District Codes |
| 030 | Reporting School Code | R | DESE-assigned four-digit school code where the student is being reported from. | DESE School Codes |
| 045 | MOSIS ID | R | State-assigned student identifier. See https://dese.mo.gov/data-system-management/core-datamosis for more information. | |
| 055 | Student Local Student ID | O | Local student ID maintained by the district. Allows for data to be associated to local systems from DESE source systems. | |
| 060 | Student Legal Last Name | O | Legal last name. | |
| 065 | Student Legal First Name | O | Legal first name. | |
| 070 | Student Legal Middle Name | O | Legal middle name. | |
| 075 | Student Legal Name Suffix | O | Legal name suffix. E.g., Jr, Sr. | |
| 080 | Student Date of Birth | R | Date of birth. | |
| 095 | Student Grade Level | C | Required for all students who are not adults taking special adult programs. Grade level as of the time data is being submitted unless otherwise specified. | Student Grade Level Codes |
| 100 | Student Gender | O | Gender. | Gender Codes |
| 105 | Race/Ethnicity | O | Pre-defined Race/Ethnic code. | Race Ethnicity Codes |
| 110 | Assignment Number | R | The number used to uniquely identify an instance of an educators course assignment also used to link that course to the records of students within the course. | |

| Summer Student Assignment – June Cycle | | | | |
|--|--------------------------|-----|---|--|
| Item | Item Name | Jun | Definition | Code Set |
| 120 | Dual Credit Site | O | Site at which instruction of college credit (dual credit) course is given. Enter DIST if instruction is provided at district attendance center, COLL if instruction is provided on college campus, or ITV if instruction is provided by college through instructional television to students in district classroom, else null. | Dual Credit Site Codes |
| 126 | Receiving Coll/Dist Code | O | Six-digit code for site at which instruction of normal or college credit (dual credit) course is given. | DESE District Codes |
| 130 | Sending District Code | O | Six-digit number and name of sending district else null. | DESE District Codes |
| 140 | Sending School Code | O | Four-digit number and name of sending high school else null. | |
| 150 | ED SSN | C | Required if the Reporting and Receiving district are the same or if there is no Receiving district. Educator Social Security Number. Formats allowed '999999999'. | |
| 160 | Position Code | R | Position code of educator's assignment. | Position Codes |
| 170 | CTE Program Type | O | Program type code of CTE approved program. | CTE Program Type Codes |
| 180 | Disadvantaged | O | Disadvantaged is defined as students who are eligible for free or reduced price lunch or Pell Grants. | Yes No |
| 270 | IEP Disability (Primary) | O | Report most dominant disability. | Disability Codes |
| 280 | Adult | O | Required if CTEProgramType is reported. Indicate if student is considered an adult student taking a special adult program. | Yes No |
| 282 | Local Course Number | O | Course code that identifies assignment. Every assignment must be identified by a course code except pre-kindergarten, kindergarten, and elementary classes in self-contained classrooms. If a teacher has more than one grade in a self-contained elementary classroom or is teaching morning and afternoon pre-kindergarten or kindergarten classes, show as separate assignments. | |
| 284 | Local Course Name | O | Course name abbreviation. | |
| 286 | Local Section Number | O | Local section number. | |
| 288 | State Course Number | O | Course code that identifies assignment. Every assignment must be identified by a course code except pre-kindergarten, kindergarten, and elementary classes in self-contained classrooms. If a teacher has more than one grade in a self-contained elementary classroom or is teaching morning and afternoon pre-kindergarten or kindergarten classes, show as separate assignments. | State Course Codes |

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MOSIS June Student Course Completion

The Student Course Completion file collects the final grade and credit earned by each student for each class taken. The Student Course Completion file is only collected in the June Cycle.

Reporting Student Course Completion Data

A district reports the final grade and credit earned by the student for each class taken. All grade 06-12 students are required to be reported as long as they have one or more hours of attendance in the district's certified June Student

Enrollment and Attendance file. Course completion is also required for all virtual courses, grades K-12. Most students will be reported with more than one record (one per class) in the submission. Each record will contain the student's basic information such as MOSIS state ID and date of birth along with information linking the student to an instance of a course reported by the district in October.

Grades earned are to be reported using grade letters based on an 11-point grade scale. Districts which use a 4-point scale will report the grade letter earned in the 4-point scale and that will be converted to the 11-point scale at the department. A grade of incomplete (IC) is available for those students who did not complete the course, and a grade of withdrew (WD) is available for those who withdrew from the course not receiving a grade or credit.

Reporting Summer School Dual Credit and/or Dual Enrollment

Summer school dual credit and dual enrollment course are to be reported at the conclusion of the school year in the MOSIS June Student Course Completion collection. For example, courses completed in the summer of 2023 are reported in the 2023 June Student Course Completion file submission only. Do not report summer school dual credit/enrollment in the October file. Please call the ODSM office at 573-522-3207, option 2, with any questions.

Linkages Between June Course Completion and October Course Assignment Files

The June Course Completion and the October Course Assignment files are linked to each other using key fields. Every record in the June Course Completion file must have a match to a record in the October Course Assignment file. The following table shows the fields (keys) used in the matching process.

| June Course Completion | | October Course Assignment |
|-------------------------|---|---------------------------|
| Key Fields | | Key Fields |
| Current School Year | = | Current School Year |
| Reporting District Code | = | Reporting District Code |
| Reporting School Code | = | Reporting School Code |
| EDSSN | = | EDSSN |
| PosCode | = | PosCode |
| CTEProgType | = | CTEProgType |
| AssignNum | = | AssignNum |

June Cycle – File Quick Notes

| | |
|----------------------------|---------------------------------|
| Collection Name: | June Student Course Completion |
| Abbreviation: | Student Course Completion (SCC) |
| Availability Date: | May 5 |
| Due Date: | June 30 |
| File Pair: | None |
| Collection Version: | 2023Jun1.0StuCRSComp |

File Layout: June Cycle Student Course Completion

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts or charters what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition, and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found [here](#). Code sets may be referenced in Exhibit 38.

| Student Course Completion – June Cycle | | | | |
|--|---------------------------|-----|--|---|
| Item | Item Name | Jun | Definition | Code Set |
| 005 | Collection Version | R | Collection version should contain this value '2023Jun1.0StuCRSComp' for the 2023 June Student Course Completion Collection. | |
| 010 | Current School Year | R | The ending year of the current school year. For example, use '2023' for the 2022-23 school year. | |
| 025 | Reporting District Code | R | DESE-assigned six-digit county-district code for the district reporting. | DESE District Codes |
| 030 | Reporting School Code | R | DESE-assigned four-digit school code where the student is being reported from. | DESE School Codes |
| 032 | Receiving Coll/ Dist Code | C | Required if student was sent to another institution. Six-digit code for site at which instruction of normal or college credit (dual credit) course is given. | DESE District Codes |
| 034 | Sending District Code | C | Required if student was sent to another institution. Six-digit number and name of sending district else null. | DESE District Codes |
| 036 | Sending School Code | C | Required if student was sent to another institution. Four-digit number and name of sending high school else null. | DESE School Codes |
| 045 | MOSIS ID | R | State-assigned student identifier. | |
| 055 | Student Local Student ID | O | Local student ID maintained by the district. Allows for data to be associated to local systems from DESE source systems. | |
| 060 | Student Legal Last Name | O | Legal last name as appears on certificate of birth. | |
| 065 | Student Legal First Name | O | Legal first name as appears on certificate of birth. | |
| 070 | Student Legal Middle Name | O | Legal middle name as appears on certificate of birth. | |
| 075 | Student Legal Name Suffix | O | Legal name suffix. E.g., Jr, Sr. | |
| 080 | Student Date of Birth | R | Date of birth as appears on certificate of birth. | |
| 095 | Student Grade Level | R | Required for all students who are not adults taking special adult programs. Grade level at the time of completion of the course. | Student Grade Level Codes |

| Student Course Completion – June Cycle | | | | |
|--|----------------------|-----|---|--|
| Item | Item Name | Jun | Definition | Code Set |
| 111 | ED SSN | C | Required if the Reporting and Receiving district are the same or if there is no Receiving district. Educator Social Security Number. Formats allowed '999999999'. | |
| 113 | Educator Last Name | O | Educator's legal last name. | |
| 115 | Educator First Name | O | Educator's legal first name. | |
| 117 | Position Code | R | Position code of educator's assignment. | Position Codes |
| 119 | CTE Program Type | C | Required for approved career education courses. Program type code of CTE approved program. | CTE Program Type Codes |
| 120 | Assignment Number | R | The number used to uniquely identify an instance of an educators course assignment also used to link that course to the records of students within the course. | |
| 121 | Local Section Number | O | Local section number. | |
| 123 | Local Course Number | O | Course code that identifies assignment. Every assignment must be identified by a course code except pre-kindergarten, kindergarten, and elementary classes in self-contained classrooms. If a teacher has more than one grade in a self-contained elementary classroom or is teaching morning and afternoon pre-kindergarten or kindergarten classes, show as separate assignments. | |
| 125 | Local Course Name | O | Course name abbreviation. | |
| 130 | State Course Number | R | Required if not a self-contained classroom. Course code that identifies assignment. Every assignment must be identified by a course code except pre-kindergarten, kindergarten, and elementary classes in self-contained classrooms. If a teacher has more than one grade in a self-contained elementary classroom or is teaching morning and afternoon pre-kindergarten or kindergarten classes, show as separate assignments. | State Course Codes |
| 190 | Course Time Unit | R | The unit of time for which the grade and credit earned was for. (Q1, Q2, Q3, Q4, S1, S2, T1, T2, T3, YL) | Course Time Unit Codes |

| Student Course Completion – June Cycle | | | | |
|--|---------------------------|-----|--|--|
| Item | Item Name | Jun | Definition | Code Set |
| 191 | Dual Credit Site | C | Required if ReceivingCollDistCode is not equal to ReportingDistrictCode and the ReceivingCollDistCode is a college. Site at which instruction of college credit (dual credit) course is given. Enter DIST if instruction is provided at district attendance center, COLL if instruction is provided on college campus, or ITV if instruction is provided by college through instructional television to students in district classroom, else null. | Dual Credit Site Codes |
| 192 | Course Semester | O | Semester (0 - full year, 1 - first semester, 2 - second semester, 3 - third semester) else null. Superseded by Item 190 Course Time Unit. | Course Semester Codes |
| 193 | Student Credits Earned | R | The amount of credit earned by the student for the course in the unit of time specified in CourseTimeUnit. | |
| 195 | Student Credits Scheduled | R | The amount of credit the student was scheduled to earn. If the student signed up for one semester of a two-semester course and earned full credit from the one semester completed then credit earned and credit scheduled would have the same value. | |
| 201 | Student Grade Earned | R | Grade the student earned for the course in the unit of time specified in CourseTimeUnit. | Grade Codes |
| 205 | Advanced Placement | R | Course is designated as an advanced placement course (AP). | Yes No |
| 207 | Honors | O | Course is designated as an honors level course. | Yes No |
| 233 | Course Completion Comment | O | Free-form notes. | |
| 235 | Course Sequence Number | C | Sequence number that identifies the content of courses taught at more than one level. If only one level of course content is offered, leave SEQ blank. | Course Seq Num Codes |
| 236 | Credit Type | R | Credit awarded to a student for science or math in a computer science course. | Credit Type Codes |
| 237 | Virtual Provider | C | Required if course is reported as virtual in the prior October Course Assignment file. Provide the code that identifies the entity responsible for the development of the virtual course content. | Virtual Provider Codes |
| 238 | Other Virtual Provider | C | Required if code 15-Other is reported in Virtual Provider field. If the entity is not listed in the virtual provider code list, please provide further details in this field. | |

MOSIS June Student Referrals

The June Student Referrals file is voluntary. June Student Referrals collects the number of office discipline referrals, assistance referrals, referrals to special education and referrals to outside agencies at the student level. One record per student is allowed. All students, pre-kindergarten through grade 12, are reported in the June Student Referrals file.

Reporting Referrals

The district that is providing instruction reports Referral records.

June Cycle – File Quick Notes

| | |
|----------------------------|------------------------|
| Collection Name: | June Student Referrals |
| Abbreviation: | Referrals (REF) |
| Availability Date: | May 5 |
| Due Date: | June 30 |
| File Pair: | NA |
| Collection Version: | 2023Jun1.0Referrals |

June Cycle Referral Key Data Concepts

- The June Student Referrals file is a voluntary submission for school districts.
- Although these data have been reported by schools implementing SW-PBS and other initiatives, the department encourages all schools that are implementing a state-supported program to report and analyze the data.
- The data elements in this collection are useful to schools in evaluating their programming and looking at student time spent out of the classroom and services/supports to students beyond the traditional classroom.
- One record per student is allowed. The record includes the number of referrals for each category of referral.

File Layout: June Cycle Student Referrals

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition, and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found [here](#). Code sets may be referenced in Exhibit 38.

| Referrals – June Cycle | | | | |
|------------------------|-----------------------------|-----|--|-------------------------------------|
| Item | Item Name | Jun | Definition | Code Set |
| 005 | Collection Version | R | Collection version should contain this value '2023Jun1.0Referrals' for the 2023 June Cycle Referrals file layout. | |
| 010 | Current School Year | R | The ending year of the current school year. For example, use '2023' for the 2022-23 school year. | |
| 015 | Attending District Code | R | DESE-assigned six-digit county-district code for the district of attendance. | DESE District Codes |
| 020 | Attending School Code | R | DESE-assigned four-digit school code for the school of attendance. | DESE School Codes |
| 025 | Reporting District Code | R | DESE-assigned six-digit county-district code for the district reporting. | DESE District Codes |
| 030 | Reporting School Code | R | DESE-assigned four-digit school code where the student is being reported from. | DESE School Codes |
| 035 | Resident District Code | R | DESE-assigned six-digit county-district code for the district of residence. E.g., K-8 Resident II student attending high school in a different district would have Resident District Code populated with XXXXXX and the “Attending District Code” populated with YYYYYY representing the district of enrollment. | DESE District Codes |
| 040 | Resident School Code | R | DESE-assigned four-digit school code for the school of residence. | DESE School Codes |
| 050 | MOSIS Student ID | R | State-assigned student identifier. See https://dese.mo.gov/data-system-management/core-datamosis for more information. | |
| 055 | Local Student ID | O | Local student ID maintained by the district. Allows for data to be associated to local systems from DESE source systems. | |
| 060 | Legal Last Name | R | Legal last name. | |
| 065 | Legal First Name | R | Legal first name. | |
| 070 | Legal Middle Name | O | Legal middle name. | |
| 075 | Legal Name Suffix | O | Legal name suffix. E.g., Jr, Sr. | |
| 080 | Date of Birth | R | Date of birth. | |
| 110 | Office Discipline Referrals | O | Number of referrals to the administrative office for disciplinary action. | |

| Referrals – June Cycle | | | | |
|------------------------|-----------------------------|-----|--|----------|
| Item | Item Name | Jun | Definition | Code Set |
| 115 | Assistance Referrals | O | Number of referrals to general education team(s) within the school for academic, social, or behavioral support. These referrals occur before the special education referral process. Teams may include a Student Support Team, Student Assistance Team, Problem-Solving Team, etc. | |
| 120 | Special Education Referrals | O | Number of referrals to special education for initial evaluation. | |
| 125 | Referrals Outside Agencies | O | Number of referrals to agencies or services outside of school for academic, social, or behavioral support. | |

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MOSIS June Career Technical Student Organizations (CTSO)

The June Career Technical Student Organizations (CTSO) collects the level of a student's participation in CTSOs. Districts are required to have the appropriate CTSOs as part of their department-approved career education programs. CTSOs provide students with leadership skills, career competency, community service, and school service.

June Cycle – File Quick Notes

| | |
|----------------------------|---|
| Collection Name: | June Career Technical Student Organizations |
| Abbreviation: | CTSO |
| Availability Date: | May 5 |
| Due Date: | June 30 |
| File Pair: | NA |
| Collection Version: | 2023Jun1.0CTSO |

Reporting CTSO

The district where the CTSO chapter is located is required to report the student. Students may be reported by more than one district if participating in organizations at different schools.

June Cycle CTSO Key Data Concepts

- The June CTSO file is a required submission for school districts.
- Report one record per student; only students participating in a student organization need to be reported.
- Most CTSOs are 9-12. However, there are some districts that have CTSOs in the middle school, i.e., Technology Student Association (TSA). Those districts should report the middle school students as well.

File Layout: June Cycle CTSO

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts or charters what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition, and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found [here](#). Code sets may be referenced in Exhibit 38.

| Career Technical Student Organizations (CTSO) – June Cycle | | | | |
|--|-------------------------|-----|--|---|
| Item | Item Name | Jun | Definition | Code Set |
| 005 | Collection Version | R | Collection version should contain this value '2023Jun1.0CTSO' for the 2023 June Cycle Career and Technical Student Organization file layout. | |
| 010 | Current School Year | R | The ending year of the current school year. For example, use '2023' for the 2022-23 school year. | |
| 025 | Reporting District Code | R | DESE-assigned six-digit county-district code for the district reporting. | DESE District Codes |
| 030 | Reporting School Code | R | DESE-assigned four-digit school code where the student is being reported from. | DESE School Codes |
| 035 | Sending District Code | C | Required if Reporting School Code begins with 11. Student was sent to another institution. Six-digit number and name of sending district else null. | |
| 040 | Sending School Code | C | Required if student was sent to another institution. Four-digit number and name of sending high school else null. | |
| 050 | MOSIS Student ID | R | State-assigned student identifier. See https://dese.mo.gov/data-system-management/core-datamosis for more information. | |
| 055 | Local Student ID | O | Local student ID maintained by the district. Allows for data to be associated to local systems from DESE source systems. | |
| 060 | Legal Last Name | R | Legal last name. | |
| 065 | Legal First Name | R | Legal first name. | |
| 070 | Legal Middle Name | O | Legal middle name. | |
| 075 | Legal Name Suffix | O | Legal name suffix. E.g., Jr, Sr. | |
| 080 | Date of Birth | R | Date of birth. | |
| 095 | Student Grade Level | R | Grade level as of the time data is being submitted unless otherwise specified. | Student Grade Level Codes |
| 100 | Gender | R | Gender. | Gender Codes |
| 105 | Race/Ethnicity | R | Pre-defined Race/Ethnic code. | Race Ethnicity Codes |
| 110 | DECA | R | Distributive Education Clubs of America. | Participation Level Codes |

| Career Technical Student Organizations (CTSO) – June Cycle | | | | |
|--|-----------|-----|---|---|
| Item | Item Name | Jun | Definition | Code Set |
| 115 | FBLA | R | Future Business Leaders of America. | Participation Level Codes |
| 120 | FCCLA | R | Family, Career and Community Leaders of America. | Participation Level Codes |
| 125 | HOSA | R | Health Occupations Students of America - Future Health Professionals. | Participation Level Codes |
| 130 | SkillsUSA | R | Technical, Skilled and Service Occupations and Health Sciences. | Participation Level Codes |
| 135 | TSA | R | Technology Student Association. | Participation Level Codes |
| 140 | FFA | R | Future Farmers of America. | Participation Level Codes |
| 145 | EdRising | R | Educators Rising. | Participation Level Codes |
| 150 | Pathways | R | Pathways to Prosperity. | Participation Level Codes |

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MOSIS Assessment Precode

Assessment Precodes are collected five times throughout the year for five assessments. These collections allow districts to submit student information for the purpose of pre-population of assessment testing labels. The chart below provides the assessment, what grades are to be assessed, the certification due date for the assessment precoding, the testing window for the assessment, and the collection version that is to be supplied in the MOSIS Assessment Precode file. ***The most recent information can be found [here](#).***

| Assessment | Grades | Trial Open Date | Certify Due Date | File Due to Vendor | Available in Vendor Testing Site | Test Windows | Collection Version |
|----------------------------|-------------------|-----------------|------------------------------|--------------------|----------------------------------|-----------------------|---------------------|
| EOC Summer | Any HS Grade | | Precode directly with vendor | N/A | N/A | 06/06/2022-07/29/2022 | N/A |
| EOC Fall – First Window | Any HS Grade | 09/12/2022 | 09/26/2022 | 10/03/2022 | 10/10/2022 | 10/24/2022-01/27/2023 | 2023EOCFAL1.0AsmPre |
| EOC Fall – Second Window | Any HS Grade | 10/31/2022 | 11/14/2022 | 11/18/2022 | 11/29/2022 | 10/24/2022-01/27/2023 | 2023EOCFAL1.0AsmPre |
| EOC Spring – First Window | Any HS Grade | 01/23/2023 | 02/06/2023 | 02/13/2023 | 02/27/2023 | 03/06/2023-05/25/2023 | 2023EOCSPR1.0AsmPre |
| EOC Spring – Second Window | Any HS Grade | 02/27/2023 | 03/13/2023 | 03/17/2023 | 03/31/2023 | 03/06/2023-05/25/2023 | 2023EOCSPR1.0AsmPre |
| EOC Spring – Third Window | Any HS Grade | 03/20/2023 | 04/03/2023 | 04/07/2023 | 04/21/2023 | 03/06/2023-05/25/2023 | 2023EOCSPR1.0AsmPre |
| GLA Spring – First Window | 03-08 | 01/19/2023 | 02/01/2023 | 02/08/2023 | 02/20/2023 | 04/03/2023-05/26/2023 | 2023MAPSPR1.0AsmPre |
| GLA Spring – Second Window | 03-08 | 02/07/2023 | 02/22/2023 | 03/01/2023 | 03/06/2023 | 04/03/2023-05/26/2023 | 2023MAPSPR1.0AsmPre |
| GLA Spring – Third Window | 03-08 | 02/24/2023 | 03/09/2023 | 03/15/2023 | 03/20/2023 | 04/03/2023-05/26/2023 | 2023MAPSPR1.0AsmPre |
| MAP A Fall | 3-11 ELA, MA, SCI | | Precode directly with vendor | N/A | N/A | 09/12/2022-12/16/2022 | N/A |
| MAP A Spring | 3-11 ELA, MA, SCI | | Precode directly with vendor | N/A | N/A | 02/06/2023-05/19/2023 | N/A |
| WIDA ACCESS | K-12 | 10/03/2022 | 10/28/2022 | TBD | TBD | 01/09/2023-03/03/2023 | 2023LEPELL1.0AsmPre |

Reporting Assessment Precode

The district in which the assessment is to be administered should submit the Assessment Precode.

File Layout: Assessment Precode

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts or charters what data must be submitted and in what format they must be submitted.

Below is a condensed representation of the file layout containing the item number, item name, reporting cycle, definition, and code set. Data requirements are indicated with R (required), O (optional), C (conditional) or N (not allowed). The detailed file layout containing all information including field type and length information can be found [here](#). Code sets may be referenced in Exhibit 38.

| Assessment Precode | | | | | | |
|--------------------|-------------------------|-----|-----|-------------|--|---|
| Item | Item Name | EOC | MAP | WIDA ACCESS | Definition | Code Set |
| 005 | Collection Version | R | R | R | Collection version should contain the appropriate value for the 2023 Precode. | |
| 010 | Current School Year | R | R | R | The ending year of the current school year. For example, use '2023' for the 2022-23 school year. | |
| 025 | Reporting District Code | R | R | R | DESE-assigned six-digit county-district code for the district reporting. | DESE District Codes |
| 030 | Reporting School Code | R | R | R | DESE-assigned four-digit school code where the student is being reported. | DESE School Codes |
| 050 | MOSIS Student ID | R | R | R | State-assigned student identifier. See https://dese.mo.gov/data-system-management/core-datamosis for more information. | |
| 055 | Local Student ID | O | O | O | Local student ID maintained by the district. Allows for data to be associated to local systems from DESE source systems. | |
| 060 | Legal Last Name | R | R | R | Legal last name. | |
| 065 | Legal First Name | R | R | R | Legal first name. | |
| 070 | Legal Middle Name | O | O | O | Legal middle name. | |
| 075 | Legal Name Suffix | O | O | O | Legal name suffix. E.g., Jr, Sr. | |
| 080 | Date of Birth | R | R | R | Date of birth. | |
| 095 | Student Grade Level | R | R | R | Grade level as of the time data is being submitted unless otherwise specified. | Student Grade Level Codes |
| 100 | Gender | R | R | R | Gender. | Gender Codes |
| 105 | Race/Ethnicity | R | R | R | Pre-defined Race/Ethnic code. | Race Ethnicity Codes |
| 110 | Assessment | R | R | R | Choose the assessment the student will be taking. | ASMNT Type Codes |

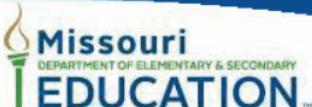
| Assessment Precode | | | | | | |
|--------------------|---------------------|-----|-----|-------------|--|---|
| Item | Item Name | EOC | MAP | WIDA ACCESS | Definition | Code Set |
| 115 | Testing Method | C | C | C | Required for all students taking an EOC assessment. Testing method is the method used to administer the assessment. | ASMNT Test Method Codes |
| 130 | Educator First Name | R | R | R | The first name of the educator who will be administering the assessment. | |
| 135 | Educator Last Name | R | R | R | The last name of the educator who will be administering the assessment. | |
| 140 | Subject | C | R | C | Required for all students taking an EOC assessment. Subject is the subject in which the student will be assessed in. | ASMNT Subject Codes |
| 145 | Period | C | C | C | Required for all students taking an EOC assessment. Period is the period in which the instruction took place. | Period Codes |
| 150 | Sort | C | C | C | Required for all students taking the MAP assessment. The final value in which the labels will be sorted. | |
| 155 | Examiner Email | R | R | R | This email address will receive a username and password for assessment administration. | |

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User Manager for DESE Web Applications

The User Manager (UM) application gives the school district's administration control of their own DESE Applications users. The User Manager will manage the user IDs at the district level for individuals who need access to view, add, or submit data.

The UM administers user IDs by three actions: Add User to District, Modify District User's Access, and Remove User from District. The UM is able to grant or delete staff access at one of three levels: View, Data Entry, or Authorized Representative. View allows the individual to view the data in the application(s). Data Entry allows the individual to view and edit or enter data into the application(s). Authorized Representative has the ability to view, enter data, and submit the application(s).

**User Manager**

District/LEA:
User Manager: Homepage

▶ User Manager Homepage

▶ User Access

▶ Report Menu

▶ DESE Web Application Menu

▶ Logon/Logoff

User Manager Home

User Manager for DESE Web Applications

The User Manager function of the Department's Web Applications is designed to give educational entity's administration the responsibility for their Web Applications users. These webinars will explain how the [User Manager system works](#) and how a user manager can [grant building level access](#).

Email: [DESE Security Administrators](#)
Current User:


Improving Lives through Education

User Manager Report Menu

The User Manager (UM) **Report Menu** has two reports that the UM can access: the User Report and the System Report. These two reports list individuals in the district by name or by function, and display name, ID, and access level. The reports are not used to edit information.

The **User Report** lists the system(s) an individual can access and their level of access (View, Data Entry, or Authorized Representative).

The **System Report** is a list of each system available, which user(s) can access the system, and their access role (View, Data Entry, or Authorized Representative).



User Manager

District/LEA:
User Manager: Report Menu

▶ User Manager Homepage

▶ User Access

▶ Report Menu

▶ DESE Web Application Menu

▶ Logon/Logoff

User Manager Reports

The reports may take a few minutes to load after you click the link.

[User Report](#)

[System Report](#)

[Security Role Description](#)

[Ed Cert Report](#)

[District Assurance Status Report](#)

Email: [DESE Security Administrators](#)
Current User:

Improving Lives through Education

Contact Information

| August Cycle | | |
|------------------------|---|--|
| Screens/Files | Section | Telephone # |
| 2, 2A, 3, 4, 8, 39 | Core Data/MOSIS | 573-522-3207, Opt. 2 |
| 6, 10, 10A, 16 | School Finance | 573-751-0357 |
| 25 | Gifted Education | 573-751-7754 |
| October Cycle | | |
| Screens/Files | Section | Telephone # |
| 2 – LEP | Federal Programs Data | 573-751-8280 |
| 15 | ESEA Finance | 573-751-8643 |
| 16 | School Finance | 573-751-0357 |
| 18, 20, 22 | Core Data/MOSIS Career Ed Data | 573-522-3207, Opt. 2 573-751-3524 |
| 18, 20 | Special Ed Data | 573-751-7848 |
| 21 | Educator Quality | 573-751-0371 |
| 36 | Office of Childhood – Quality Programs | 573-751-6793 |
| December Cycle | | |
| Screens/Files | Section | Telephone # |
| 11 | Special Ed Data | 573-751-7848 |
| February Cycle | | |
| Screens/Files | Section | Telephone # |
| 8 | Core Data/MOSIS Special Ed Data | 573-522-3207, Opt. 2 573-751-7848 |
| 15, 16, 35, 35A | School Finance | 573-751-0357 |
| 15 – Home School Count | Special Ed Finance | 573-751-0622 |
| 26, 27, 29 | Career Ed Data | 573-751-3524 |
| 37 | Charter Schools Special Ed Finance ESEA Finance | 573-751-8247 573-751-0622 573-751-2641 |
| April Cycle | | |
| Screens/Files | Section | Telephone # |
| Student Core | MOSIS | 573-522-3207, Opt. 2 |

| June Cycle | | |
|---|-----------------------------|----------------------|
| Screens/Files | Section | Telephone # |
| 8, 9, 13, 14B, 24 | Core Data/MOSIS | 573-522-3207, Opt. 2 |
| 9, 12 | Special Ed Data | 573-751-7848 |
| 10, 10A, 10B, 14, 14A | School Finance | 573-751-0357 |
| 17 | Health & Physical Education | 573-522-4038 |
| 18A | Educator Quality | 573-751-0371 |
| 24, 24A | Quality Schools | 573-751-3190 |
| 38 | Curriculum | 573-522-4003 |
| | | |
| General Questions | | |
| Section | | Telephone # |
| Core Data/MOSIS | | 573-522-3207, Opt. 2 |
| | | |
| Career Education | | |
| Section | | Telephone # |
| Agricultural Education | | 573-522-6538 |
| Business, Marketing, and Cooperative Education | | 573-751-4367 |
| Career Ed Data | | 573-751-3524 |
| Family Consumer Sciences | | 573-751-7964 |
| Health Sciences | | 573-751-7965 |
| Skilled Technical Sciences | | 573-522-6001 |
| Technology & Engineering Education (Project Lead the Way) | | 573-751-3872 |

EXHIBITS

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Exhibit 1 – Technical Information

Forgotten or Unknown Usernames/Passwords

It is recommended that all districts have at least one designated security administrator responsible for user ID/password issues. This individual can assist district staff with user ID and password questions. Users may also click the Forgot Password and Forgot Username buttons located on the [DESE Applications Sign-in page](#) for assistance.

In order to strengthen security, accounts not accessed for five or more years are disabled. Instructions on how to reactivate the account may be accessed from the DESE Applications Sign-in page.

Another security safeguard disables accounts for 30 minutes after five failed password attempts. Users must wait 30 minutes and then establish a new password by clicking the Forgot Password/Username button and following the instructions.

For additional help, please send questions to dashelp@dese.mo.gov or call 573-522-3207, providing name, user ID, school district name, county-district code, and phone number with your request.

Use of the Back, Forward, and/or Refresh Toolbar Buttons

Please **do not** use the Back, Forward, or Refresh buttons when completing the DESE application information. Use of these buttons can cause unexpected results.

Web Accessibility for Users With Disabilities

Missouri websites follow the [Missouri IT Accessibility Standard](#), which follows the federal 508 web accessibility standards with just a couple of exceptions.

Most assistive technology devices now have JavaScript capability, but in the event a user must disable the use of JavaScript, DESE will provide human assistance for these users. For further assistance on this, please contact the web manager at webmgr@dese.mo.gov.

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Exhibit 1A – MOSIS Components

MOSIS has two components: a MOSIS Student Identifier (MOSIS ID) component for managing students' state IDs and the MOSIS Data Collection component for the submission of data to the state. *A good practice to follow is to update the MOSIS ID component before each MOSIS Data Collection cycle.*

MOSIS ID Component

The MOSIS ID component is a web-based application used by districts to create and maintain unique statewide student identification numbers for students. A state ID is required for **any** student served by a public school district or charter. A MOSIS state ID is required for all MOSIS data collections that include the collection of individual student data. The complete MOSIS ID manual is available [here](#).

The sole purpose of the MOSIS ID component is to maintain the state ID of the student. It is not used to associate that student with any entity and does not imply any type of ownership for the state ID. The MOSIS ID component captures a minimum set of data items about a student in order to ensure unique identification of the student. These fields are used to identify a student's MOSIS ID if one has already been assigned or to assign a MOSIS ID to a student who is new to Missouri schools.

MOSIS Data Collection verifies students against the MOSIS ID component. During this verification, the date of birth being submitted to the MOSIS Data Collection component is compared to the date of birth on file with the MOSIS ID component. Failure to match will result in an error message.

MOSIS Data Collection Component

The MOSIS Data Collection component is a web-based application that allows districts to submit, clean, and certify data being reported to the department. There are also files for submission of data by postsecondary institutions related to Career Education. The MOSIS Data Collection component has many collections geared toward collecting record level data in order to populate some of the current Core Data screens such as Attendance, Discipline Incidents, Special Education Exiter Counts by Age, and Educator.

MOSIS Data Collection is built on the following assumptions:

- The reporting institution identifies, collects, and maintains data required by MOSIS locally and can report those data to MOSIS.
- The department has assigned unique identification codes for every district, school, and public postsecondary institution in Missouri.
- Every student has a unique MOSIS ID.
- Data collected by MOSIS is used for multiple purposes based upon state and federal laws, rules, and information needs.
- MOSIS data are used for populating portions of the Core Data System, state and federal reporting, accountability, and funding purposes.
- Data items may be required, optional, conditional, or not allowed. Conditional data items are dependent upon value of other data elements. If an optional data element is reported, it will be validated and must meet MOSIS business rules.

MOSIS Data Collection Files

A MOSIS Data Collection file is a set of data elements which are submitted to the MOSIS Data Collection System. A goal of MOSIS is to maintain as few file layouts as possible while still collecting the data needed. Some of these files are collected multiple times, but with different data elements required.

MOSIS Data Collection File Design

Part of the MOSIS Data Collection design is to keep the files collected from districts and charters as constant as possible. This results in collecting the same set of data elements across many cycles, but only requiring a subset of those data elements in each cycle. The subset is dependent on what data are needed in that time frame.

As an example, student demographic data (Student Core) are collected five times a year. Each time a district reports these data they will use the same file format with all the same elements, but rules will determine which elements are required, conditional, or optional. Some of the data elements will not make sense at times of the year other than when they are required. If they are submitted, they must be in a format that can be validated.

MOSIS file layouts document the required data elements and the order in which they must appear in a file submitted to the MOSIS Data Collection System. This includes column name, required field, data type, field size, format, and definition. Fields may be required, optional, conditional, or not allowed, depending on the cycle. Status definitions of the fields are as follows:

- Required – Item must be submitted in current cycle.
- Optional – Item does not have to be submitted in current cycle.
- Conditional – Item may need to be submitted in current cycle if certain conditions exist.
- Not Allowed – Item cannot be submitted in current cycle.

The information provided about the files includes the item name, item number, cycle collected, code set, and item definition. Excel workbooks containing more detailed file layouts and business rules can be found on the [Core Data/MOSIS page](#).

Basic Steps of MOSIS Data Collection

Some basic steps to follow when submitting data to the MOSIS Data Collection System are listed below:

- Identify, collect, and enter data into local systems.
- Extract data from local systems for upload to MOSIS in the desired MOSIS formats.
- Validate data extracted from local systems.
- If necessary, merge extracted data into a district-level data set.
- Create trials by uploading data sets to the online MOSIS Data Collection System.
- Correct errors and review warnings in the MOSIS Data Collection trial(s).
- Certify or re-certify MOSIS Data Collection trial(s).

Districts and charters using the MOSIS Data Collection System will upload information and resolve edits presented to them. Upon the resolution of the edits the district or charter has the opportunity to certify the data.

Certification does the following:

- Marks the trial as certified. Only one certified trial can exist per collection, but it can be overwritten as needed.
- Indicates the district or charter wants the department to use those data in fulfilling the collection's data requirement.
- Populates the department data systems, i.e., Core Data.

These steps are based on the assumption that the user already has access to the MOSIS system.

Exhibit 2 – Racial/Ethnic Categories
(Screens 02, 08, 09, 11, 12, 13, 14, 16, 18, 20, and 29)

Racial/ethnic designations, as used by the U.S. Department of Education, Office for Civil Rights, do **not** denote scientific definitions of anthropological origins. A pupil may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging to. However, **no person should be reported in more than one of these seven racial/ethnic reporting categories**. The manner of collecting the racial/ethnic information is left to the discretion of the institution provided that the system which is established results in reasonably accurate data.

School districts have the key role in collecting data using the race and ethnicity categories. It is essential for district and school personnel to establish policies and procedures. Self-identification is the preferred choice of selecting an individual's race and ethnicity, though it is not required by law for a person to make these selections. Students and parents who are reluctant to self-identify should be informed that observer identification will be used. The federal government requires the use of observer identification of elementary and secondary school students' race and ethnicity as a last resort if the information is not provided by the students and their parents.

- ASN (A)** Asian (Not of Hispanic Origin): A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- BLK (B)** Black or African American (Not of Hispanic Origin): A person having origins in any of the black racial groups of Africa.
- HSP (H)** Hispanic or Latino Ethnicity: An indication that the person traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.
- IND (I)** American Indian or Alaska Native (Not of Hispanic Origin): A person having origins in any of the original peoples of North and South America (including Central America), and who maintains cultural identification through tribal affiliation or community attachment.
- MULTI (M)** Multiracial (Not of Hispanic Origin): A person having origins in any of more than one of the racial groups.
- PAC (P)** Native Hawaiian or Other Pacific Islander (Not of Hispanic Origin): A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- WH (W)** White (Not of Hispanic Origin): A person having origins in any of the original peoples of Europe, Middle East, or North Africa.

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**Exhibit 3 – Position Code/Description
(Screens 18, 20, and 24)**

| <u>Code</u> | <u>Position Name</u> | <u>Abbreviation</u> |
|--------------------|---|----------------------------|
| 10 | Central Office Administration (Includes Career Education Administrators) | ADMIN |
| 20 | Building Principals | PRIN |
| 30 | Supervisors | SUPV |
| 40 | Media Personnel | MEDIA |
| 50 | Guidance Personnel/Placement Specialists | GUID |
| 60 | Teachers | TEACH |
| 70 | Other Pupil Services Personnel | PUPIL SERV |
| 80 | Aides/Paraprofessionals | AIDE |
| 90 | Ancillary Personnel | ANCIL |

For non-teaching assignments (88xxxx) the third digit from the left generally matches the first digit of the position code.

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Exhibit 4 – Certification-Subject Area Codes

The codes listed below **and** on the following page represent the general subject areas of certification. They should not be confused with the position code or course code entered on the Educator/Assignment data screens.

| Subject Area Code | Description | Subject Area Code | Description |
|-------------------|---|-------------------|-------------------------------------|
| 106 | ADULT EDU AND LITERACY | 56 | JOURNALISM 9-12 |
| 67 | AGRICULTURE ED 5-9 | 19 | LANGUAGE ARTS 5-9 |
| 41 | ART | 57 | LATIN K-12 |
| 242 | BIOLOGY 9-12 | 205 | LIBRARY MEDIA SPECIALIST K-12 |
| 75 | BLIND/PARTIALLY SIGHTED K-12 | 04 | MARKETING |
| 115 | BUS ED – COOP | 58 | MATHEMATICS 5-12 |
| 343 | BUSINESS EDUC | 101 | MILD/MODERATE: CROSS CATEGORICAL |
| 43 | BUSINESS EDUCATION 5-9 | 100 | MUSIC-INST & VOC |
| 246 | CHEMISTRY 9-12 | 155 | MUSIC-INSTRUMENTAL K-12 |
| 102 | CHINESE | 169 | MUSIC-VOCAL K-12 |
| 104 | COOP EDUC | 200 | PERS FINANCE |
| 02 | DANCE | 60 | PHYSICAL EDUCATION K-12 |
| 72 | DEAF/HEARING IMPAIRED K-12 | 259 | PHYSICS 9-12 |
| 171 | DRIVER EDUCATION 9-12 | 18 | PRINCIPAL K-12 |
| 25 | EARLY CHILDHOOD B-3 | 62 | RUSSIAN |
| 09 | EARLY CHILDHOOD SPECIAL EDUCATION B-3 | 79 | SCHOOL COUNSELOR K-12 |
| 238 | EARTH SCIENCE 9-12 | 78 | SCHOOL PSYCHOLOGICAL EXAMINER K-12 |
| 47 | ELEMENTARY EDUCATION 1-6 | 10 | SCHOOL PSYCHOLOGIST K-12 |
| 48 | ENGLISH 9-12 | 50 | SCIENCE 5-9 |
| 34 | ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) K-12 | 08 | SEVERELY DEVELOPMENTALLY DISORDERED |
| 252 | FAM/CONSUMER SCIENCE B-12 | 166 | SOCIAL SCIENCE 5-12 |
| 49 | FRENCH K-12 | 63 | SPANISH K-12 |
| 250 | GENERAL SCIENCE 9-12 | 11 | SPECIAL ED ADMINISTRATOR K-12 |
| 51 | GERMAN K-12 | 81 | SPECIAL READING K-12 |
| 23 | GIFTED EDUCATION K-12 | 164 | SPEECH/LANGUAGE PATHOLOGIST B-12 |
| 01 | GREEK | 65 | SPEECH/THEATER |
| 53 | HEALTH K-12 | 20 | SUPERINTENDENT K-12 |
| 29 | HEBREW K-12 | 142 | US BIOLOGY 9-12 |
| 26 | INSTR MEDIA TECH | 146 | US CHEMISTRY 9-12 |
| 30 | ITALIAN K-12 | 138 | US EARTH SCIENCE 9-12 |
| 24 | JAPANESE | 159 | US PHYSICS 9-12 |

Certification-Career Education Subject Area Codes

| Code | Description | Code | Description | Code | Description |
|--------|-------------------------|--------|------------------------|--------|----------------------------|
| 800082 | ADULT SUPV | 510602 | DENTAL HYGENIST | 480501 | MACHINIST |
| 470608 | AIRCRAFT MECH | 510603 | DENTAL LAB TECH VOC | 470106 | MAJ APP REPAIR |
| 470607 | AIRFRAME MECH | 510910 | DIAG MED SONOGRAPHY | 150613 | MANUF TECH |
| 190900 | APPAREL/TEXTILE | 470605 | DIESEL MECH | 470616 | MARINE MAINT |
| 150101 | ARCH TECH | 151301 | DRAFTING/GEN | 460101 | MASONRY |
| 470603 | AUTO BODY REP | 190999 | DRY-LAUD COMM | 996802 | MATH SPECIALIST |
| 150803 | AUTO ENG TECH VOC | 470101 | ELEC-ELCTRN GEN | 150805 | MECH ENG TECH |
| 470604 | AUTO MECH | 460301 | ELECT/TRANS GEN | 510802 | MED LAB ASST |
| 150803 | AUTO TECH | 460302 | ELECTRICIAN | 511004 | MED LAB TECH |
| 490104 | AVIATION MGMT | 150403 | ELECTROMECH TECH | 510708 | MED TRANSCRIPT |
| 150401 | BIO EQUIP TECH | 510904 | EMER MED TECH | 510801 | MEDICAL ASST |
| 460401 | BLDG MAINT | 430107 | ENF/POLICE SCI | 470611 | MOTORCYCLE MACH |
| 343 | BUSINESS EDUCATION | 120504 | FD/BEV/REST MGR | 150701 | OCC SAFETY |
| 480703 | CABINET MAKER | 430201 | FIRE & SAF TECH | 510805 | PHARMACY TECH |
| 800081 | CAREER ED DIR | 430203 | FIRE SCI/FTING | 510806 | PHYS THERAPY ASST |
| 800083 | CAREER ED SPEC NEEDS | 190500 | FOOD MNGMT/REL | 460502 | PIPEFIT |
| 885000 | CAREER EDUCATION COUNS. | 100305 | GRA-PRT EQP GEN | 460503 | PLUMBER VOC |
| 885020 | CAREER SERV COORD | 100399 | GRS-PRT EQP OTH | 460508 | PNTR-WALLCOVER |
| 996804 | CAREER TECH SUBSTITUTE | 512601 | HEALTH AIDE | 511613 | PRACT NURSING LPN |
| 460201 | CARPENTRY | 519999 | HEALTH PROF OTH | 150702 | QU CONT TECH |
| 150202 | CART | 470302 | HEAVY EQU MAINT/REP | 100202 | RADIO/TV BRDCST VOC |
| 410301 | CHEM TECH | 10601 | HORTICULTURE | 510908 | RESP THERAPY TECH |
| 150201 | CIVIL TECH | 996806 | HOSPITALITY ADMIN/MGMT | 150405 | ROBOTICS |
| 500402 | COMM ART | 190600 | HOUSING & HOME | 161603 | SHN LNG INTERPR |
| 500406 | COMM PHOT | 470201 | HT AC REF REP | 470606 | SMALL ENG REP |
| 470104 | COMP INST & RPR | 190701 | HUM. DEV. AD. AG | 510909 | SURG/OPER ROOM TECH |
| 110201 | COMP PROG/NET | 190700 | HUM. DEV./CHILD | 470103 | SYS INS & RPR |
| 151202 | COMP/MAINT TECH | 500404 | IND DESIGN | 254 | TECHNOLOGY AND ENGINEERING |
| 460499 | CONST/BLDG MGR | 470105 | IND ELECTRONICS | 490205 | TRUCK DRIV |
| 151001 | CONST/BLDG TECH | 470303 | IND MACH MAINT | 480303 | UPHOLSTERER |
| 490202 | CONSTR EQUIP OPER | 150699 | IND PROD TECH | 470699 | VEH-MOB MECH OT |
| 120499 | COSMETIC SERV | 150612 | IND TECH | 150506 | WATER/WSTEWATER TECH |
| 120401 | COSMETOLOGY | 470399 | INDUS EQUIP RPR | 480508 | WELDER |
| 120503 | CULINARY ARTS | 150404 | INSTRUM TECH | 150506 | WTR-WST TECH |
| 510603 | DENT LAB TECH | 480509 | IRONWORKER | | |
| 510601 | DENTAL ASSIST | 150304 | LASER OPT TECH | | |

Exhibit 5 – Attendance Sites Other Than Public School Districts

The following list contains code numbers assigned to the approved attendance sites other than public school districts. The code numbers listed should be used in reporting data for these sites. Report a school code of “0000” for these sites.

| Exhibit 5 – Other Attendance Sites | | | | |
|------------------------------------|---|----------------|-------|-------|
| Co-Dist Code | Private Agency | City | State | Zip |
| 999-013 | Ability KC Therapeutic Preschool | Kansas City | MO | 64111 |
| 999-368 | Accelerated Schools of Overland Park | Overland Park | KS | 66211 |
| 999-043 | Achievements Unlimited Inc. | St. Louis | MO | 63132 |
| 999-359 | AFA Academy/Howard Park Center | Ellisville | MO | 63011 |
| 999-390 | All Encompassing Education | Washington | MO | 63090 |
| 999-388 | Applied Behavior Services Therapeutic Education Center | Weldon Spring | MO | 63304 |
| 999-391 | Applied Behavior Services Therapeutic Education Center – Weldon Spring | Weldon Spring | MO | 63304 |
| 999-002 | Barry-Lawrence County Develop | Monett | MO | 65708 |
| 999-356 | Bill & Virginia Leffen Center for Autism | Joplin | MO | 64804 |
| 999-005 | Capital City Area Council for Special Services | Jefferson City | MO | 65109 |
| 999-354 | Catholic Children's Home, Inc. | Alton | IL | 62002 |
| 999-186 | Center for Autism Education (The) | O'Fallon | MO | 63366 |
| 115-648 | Central Institute for the Deaf | St. Louis | MO | 63110 |
| 999-194 | Chaddock | Quincy | IL | 62301 |
| 999-007 | Champ Clark Association for Challenged Citizens dba The Learning Center | Bowling Green | MO | 63334 |
| 066-601 | Change Academy Lake of the Ozarks | Lake Ozark | MO | 65049 |
| 999-012 | Children's Center for the Visually Impaired | Kansas City | MO | 64111 |
| 999-014 | Children's Therapy & Early Education | Mexico | MO | 65265 |
| 048-471 | Cornerstones of Care – Gillis | Kansas City | MO | 64114 |
| 048-715 | Cornerstones of Care – Ozanam | Kansas City | MO | 64145 |
| 999-018 | Developmental Center of the Ozarks | Springfield | MO | 65802 |
| 999-389 | Discovery Schools | St. Charles | MO | 63301 |
| 096-562 | ECH – Every Child's Hope | St. Louis | MO | 63114 |
| 999-059 | Emerson Academy | St. Louis | MO | 63113 |
| 999-006 | Empowering Youth & Communities | Chesterfield | MO | 63017 |
| 999-410 | Future Men | Kirbyville | MO | 65679 |
| 999-071 | Giant Steps of St Louis | Maplewood | MO | 63143 |
| 048-471 | Gillis Center | Kansas City | MO | 64114 |
| 999-358 | Great Circle – Independence Campus | Independence | MO | 64057 |
| 999-048 | Great Circle – Lebanon Campus | Lebanon | MO | 65536 |
| 999-376 | Great Circle of Columbia | Columbia | MO | 65201 |
| 081-401 | Great Circle of St. James, MO | St. James | MO | 65559 |
| 999-021 | Great Circle, Edgewood | St. Louis | MO | 63119 |

| Exhibit 5 – Other Attendance Sites | | | | |
|------------------------------------|---|---------------|-------|-------|
| Co-Dist Code | Private Agency | City | State | Zip |
| 999-060 | Heartspring School | Wichita | KS | 67226 |
| 999-385 | High Road School of Boone County | Columbia | MO | 65202 |
| 999-063 | High Road School of Wright City | Wright City | MO | 63390 |
| 999-406 | Hope Learning Academy Edwardsville | Edwardsville | IL | 62025 |
| 999-408 | Hope Ranch of Missouri | Sullivan | MO | 63080 |
| 999-189 | Horizon Academy | Roseland Park | KS | 66205 |
| 999-072 | Howard Park Center | Wildwood | MO | 63040 |
| 999-381 | JTC Academy (Adolescent Adjustment Center) | Centerville | IL | 62207 |
| 999-030 | Judevine Center for Autism | St. Louis | MO | 63146 |
| 999-066 | Judevine Center for Autism – Elsberry | Elsberry | MO | 63343 |
| 999-193 | Kansas City Behavioral Health Holdco, LLC. | Kansas City | MO | 64137 |
| 999-031 | Laclede Early Education Program | Lebanon | MO | 65536 |
| 999-073 | Lakeland Regional School | Springfield | MO | 65806 |
| 999-015 | Lead School (The) | O'Fallon | MO | 63366 |
| 096-700 | Logos School | Olivette | MO | 63132 |
| 096-511 | Marygrove Services, Inc. | Florissant | MO | 63031 |
| 999-329 | Menta Academy Belleville | Belleville | IL | 62223 |
| 999-035 | Merri Maze School Inc | Bolivar | MO | 65613 |
| 999-036 | Miriam Academy | St. Louis | MO | 63131 |
| 096-572 | Miriam School | St. Louis | MO | 63119 |
| 096-579 | Moog Center for Deaf Education – St. Louis | St. Louis | MO | 63141 |
| 048-493 | Niles Home for Children | Kansas City | MO | 64127 |
| 999-278 | Northland Early Education Center | Kansas City | MO | 64155 |
| 048-423 | Nova Center, Inc. | Independence | MO | 64052 |
| 999-409 | Orchard Learning and Behavior Services | Chesterfield | MO | 63005 |
| 999-191 | Plaza Academy (The) | Kansas City | MO | 64171 |
| 048-641 | Rainbow Center For Communicative Disorder | Blue Springs | MO | 64015 |
| 048-403 | Shelterwood Academy | Independence | MO | 64058 |
| 048-634 | Sherwood Autism Center | Kansas City | MO | 64114 |
| 096-494 | St. Joseph Institute for the Deaf | Brentwood | MO | 63144 |
| 999-407 | Summit Achievement Center – Blue Springs | Blue Springs | MO | 64014 |
| 999-045 | Summit Achievement Center – Olathe | Olathe | KS | 66062 |
| 999-001 | Summit Achievement Center – Northland | Kansas City | MO | 64118 |
| 999-185 | The Arc of the Ozarks Rivendale Institute of Learning | Springfield | MO | 65807 |
| 999-053 | United Cerebral Palsy Center of Northwest MO | St. Joseph | MO | 64506 |

Exhibit 6 – Graduate, Transfer, and Dropout Data (Screen 13)

Data displayed on Screen 13 accounts for the progression of students through the school system toward graduation. Transfers in and transfers out account for movement within the cohort. Students who enter or leave the district, school, or grade are counted as transfers. Data comes from the June Student Core, Enrollment and Attendance MOSIS submission.

Graduates – A student who has met both the State Board of Education and the local board of education requirements and has been issued a high school diploma is reported as a graduate. Students who complete all requirements prior to June 30 are reported as graduates in their regular cohort.

| Code Set | Name | Code | Definition |
|------------|---------------------------------|------|---|
| Exit Codes | Graduated | G01 | Graduated by earning all required credits through regular or modified classes aligned with state standards. No credits were earned by meeting IEP goals. |
| Exit Codes | Graduated – Alternate Standards | G03 | Graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals. This would generally be limited to those students with the most significant cognitive disabilities whose IEP teams have determined that this method of graduation provides FAPE to the individual student. |

Transfers In – A student enrolling and attending a new district and/or school is reported as a transfer in.

| Code Set | Name | Code | Definition |
|-------------|--|------|---|
| Entry Codes | Tfer from pub schl outside district in state | T101 | Transfer from another public school district in state. |
| Entry Codes | Tfer from pub schl within district | T102 | Transfer from another public school within the district. (This code is not intended to indicate natural progression of a student, e.g., moving from junior high school to high school.) |
| Entry Codes | Tfer from home schl in state | T103 | Transfer from home schooled in state. |
| Entry Codes | Tfer from private schl in state | T104 | Transfer from private school in state. |
| Entry Codes | Tfer from pub schl out of state | T105 | Transfer from public school out of state. |
| Entry Codes | Tfer from private schl out of state | T106 | Transfer from private school out of state. |
| Entry Codes | Tfer from home schl out of state | T107 | Transfer from home schooled out of state. |
| Entry Codes | Tfer from dropout | T108 | Transfer from dropout (non-recovered). |
| Entry Codes | Tfer from another country | T109 | Transfer from another country. |
| Entry Codes | Tfer in from unknown | T100 | (This code is temporary and will be removed in the future.) Use this code for students transferred in, only if you cannot populate one of the more detailed options. |

Transfers Out – A student exiting and enrolling and attending in another district and/or school is reported as a transfer out.

| Code Set | Name | Code | Definition |
|------------|--|------|---|
| Exit Codes | Tfer to pub schl outside district in state | T001 | Transfer to another public school district in state. |
| Exit Codes | Tfer to pub schl within district | T002 | Transfer to another public school within the district. (This code is not intended to indicate natural progression of a student, e.g., moving from junior high school to high school.) |
| Exit Codes | Tfer to home schl in state | T003 | Transfer to home schooled in state. |
| Exit Codes | Tfer to private schl in state | T004 | Transfer to private school in state. |
| Exit Codes | Tfer to pub schl out of state | T005 | Transfer to public school out of state. |
| Exit Codes | Tfer to private schl out of state | T006 | Transfer to private school out of state. |
| Exit Codes | Tfer to home schl out of state | T007 | Transfer to home schooled out of state. |
| Exit Codes | Tfer to another country | T008 | Transfer to another country (assumed continuing). |
| Exit Codes | Deceased | T009 | Deceased (transferred out). |

Remained – A student enrolled and attending a district that remains in the district and is expected to return the following school year or changes statuses and/or grade during the school year.

| Code Set | Name | Code | Definition |
|-------------|-------------------------|------|---|
| Exit Codes | Remained: Advanced | R001 | Remained in same school and advanced grade and moved onto the next school following natural progression, e.g., moving from junior high school to high school. |
| Exit Codes | Remained: Retained* | R002 | Remained in same school and was retained in the grade level. |
| Exit Codes | Remained: Other | R003 | Student has remained in the building but has changed one or more the following statuses: Residency Status, Full-Time/Part-Time Status. |
| Exit Codes | Remained: Changed Grade | R004 | Student remains in the same district and building, but changed grade. |
| Entry Codes | Remained: Advanced | R101 | Remained in same school and advanced grade or advanced grade and moved onto the next school following natural progression, e.g., moving from middle school to junior high school. |
| Entry Codes | Remained: Retained | R102 | Remained in same school and was retained in the grade level. |
| Entry Codes | Remained: Other | R103 | Student has remained in the building but has changed one or more of the following statuses: Residency Status, Full-Time/Part-Time Status. |
| Entry Codes | Remained: Changed Grade | R104 | Student remains in the same district and building, but changed grade. |

*Used for Screen 13.

Dropouts – A student reported for the school year as a dropout is an individual who –

1. Was enrolled at the end of the previous school year, did not return to school after summer vacation, and was not enrolled at any time during the school year; or
2. Was enrolled during the regular school term and was not enrolled on the last day of the same school term; and
3. Has not graduated from high school.

| Code Set | Name | Code | Definition |
|------------|---|------|---|
| Exit Codes | Dropped Out: Other | D01 | Dropped Out: Other. |
| Exit Codes | Dropped Out: Expulsion | D02 | Dropped Out: Expulsion. |
| Exit Codes | Dropped Out: Received Cert | D03 | Dropped Out: Received Cert – students with disabilities who exited an educational program through the receipt of a certificate of attendance. This includes students who reached age 21 or otherwise terminated their education and who have met the district’s requirements. |
| Exit Codes | Dropped Out: Reached Max Age | D04 | Dropped Out: Reached Max Age – Students with disabilities who exited an educational program because they reached the maximum age for receipt of educational services and did not receive a diploma or certificate of attendance. |
| Exit Codes | Dropped Out: GED Program | D05 | Dropped Out: GED Program. |
| Exit Codes | Dropped Out: Moved not known continuing | D06 | Dropped Out: Moved not known continuing. |

Stopout – A student reported as a dropout that has returned or a student placed on regular or long-term suspension. A student’s absence must exceed 20 consecutive calendar days in order to use the stopout code; otherwise the student is counted absent.

Used for students initially recorded as a dropout that have re-enrolled on or before the subsequent fall enrollment count date (last Wednesday in September) of the following year. See Exhibit 6A for examples of how to use the stopout codes.

| Code Set | Name | Code | Definition |
|-------------|---------------------------|------|--|
| Exit Codes | Stopout: Exit | S000 | Used when a student initially recorded as a dropout returns to school prior to the fall count date (last Wednesday in September) of the subsequent school year. The initially recorded dropout code is changed to Stopout: Exit. |
| Exit Codes | Stopout Suspension: Exit | S001 | Used when a student is placed on long term suspension and the student will not return to school until after the subsequent fall count date (last Wednesday in September). |
| Entry Codes | Stopout: Entry | S100 | Used when a student initially recorded as a dropout returns to school prior to the fall count date (last Wednesday in September) of the subsequent school year. |
| Entry Codes | Stopout Suspension: Entry | S101 | Used when a student initially recorded as exiting as a stopout due to a long term suspension (S001) returns to school after the fall count date (last Wednesday in September) of the subsequent school year. If the student returns before the fall count date do not use this code; they can be recovered from the dropout status by using the regular Stopout Entry code (S100). |

Enrolled All Year – A student enrolled in the district since the last Wednesday in September until the final day of the school year.

| Code Set | Name | Code | Definition |
|----------|-------------------|--------|---|
| Yes No | Enrolled All Year | Y or N | Enrolled All Year flag indicates the student was enrolled in the district since the last Wednesday in September until the final day of the school year. |

For the purposes of applying the dropout definition, the following additional definitions also apply:

1. A school year is the 12-month period including the regular school term and the preceding summer vacation. Each June Cycle should be treated as a benchmark and all students transferring, graduating, or dropping out since this benchmark should be reported in the following June Cycle. The date for counting dropouts is assumed to be the first day after the end of the regular school term. A change in MOSIS may be submitted for re-enrollments on or before the enrollment count date the following September.
2. The previous school year is the school year prior to the school year being reported.
3. Students are counted as dropouts for the grade and school year for which they fail to report. The list of students enrolled at the beginning of the school year should be compared with the list of students at the end of the previous year to find changes that occurred during the summer.
4. Missouri High School Equivalency Certificate recipients are not counted as graduates, unless the student passed the Missouri High School Equivalency Exam through participation in a Missouri Option Program.
5. A student is counted as a dropout only once each school year. A student who dropped out during the school year, re-enrolled, and was enrolled on the last day of the same school year, is not counted as a dropout.
6. Students in closing schools that merge into a new school and students who are required to change schools because of renovations or other reasons are not reported as transfers, but are considered remained. However, students who elect to change schools, e.g., apply for a permissive or hardship transfer, are counted as transfers.
7. Alternative school programs do not report graduates, transfers in, transfers out, or dropouts. Students entering an alternative school program from either a school within the district or from another district are **not** transfers in to the alternative school program or transfers out of the sending district. Students returning to the school they were attending prior to attending the alternative school program are **not** transfers in to the receiving district. However, students who leave the alternative school program and do not return to the district they were attending immediately prior to the alternative school program are counted as transfers out of the school sending the students to the alternative school program and transfers in to the school receiving the student from the alternative school program. Dropouts are reported at the student's regular school in their home district (the district the student attended immediately prior to entering the alternative school program).

Exhibit 6A – Stopout Scenarios**Scenario 1:**

Jeff stops attending school and is coded as a dropout (D01) on 02/01/2023. He decides to return to school on 02/22/2023. How should Jeff be coded?

In the June Student Enrollment and Attendance file, change Jeff's dropout exit (D01) to a stopout exit (S000) on 02/01/2023. Then create another record for Jeff (bring him back in) with the corresponding stopout entry (S100) on 02/22/2023. Jeff's final exit will then reflect how he completes the year – remained advanced, remained retained, dropout, or transfer.

*Note: Since Jeff has been in non-attendance for more than 20 calendar days, it is appropriate to use a stopout code.

Scenario 2:

Amber, a PK student, stops coming to school and is coded as a dropout. The district has not received a request for records and is not aware if Amber is continuing education. Is this the correct way to code Amber's exit?

No, Amber should be coded as a transfer to home school (T003).

*Note: If a PK student stops attending school, the appropriate code is T003 (transfer to home school).

Scenario 3:

Kelsey stops attending school on 04/01/2023 and is coded as a dropout (D01). On 04/19/2023, Kelsey returns to school. How should Kelsey be coded?

Kelsey will be marked as absent for the days she was gone, and the appropriate exit code should be used at the end of the year if the student remained advanced, remained retained, transferred, or dropped (quit attending).

*Note: The student was not gone for more than 20 calendar days, and therefore does not meet the minimum criteria to use the stopout code.

Scenario 4:

Erin is placed on long-term suspension on 10/10/2022 and will not be allowed to return to school until 10/01/2023. How should she be coded?

Erin will be exited with the stopout suspension exit code (S001) since she will not be able to attend school until AFTER the fall count date of the next school year.

Scenario 5:

Brittany, a six-year-old kindergartener, stops attending school on 11/06/2022. The district has not received a request for records and is not aware if Brittany is continuing education. How should Brittany be coded?

Brittany should be coded as a dropout (D01).

*Note: If a kindergarten student stops attending school, no matter the age, the student should be counted as a dropout.

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**Exhibit 7 – List of Counties by County Number
(Screens 6, 15, and 16)**

| | | | | | |
|-----|----------------|-----|-------------|-----|---------------|
| 001 | Adair | 039 | Greene | 077 | Ozark |
| 002 | Andrew | 040 | Grundy | 078 | Pemiscot |
| 003 | Atchison | 041 | Harrison | 079 | Perry |
| 004 | Audrain | 042 | Henry | 080 | Pettis |
| 005 | Barry | 043 | Hickory | 081 | Phelps |
| 006 | Barton | 044 | Holt | 082 | Pike |
| 007 | Bates | 045 | Howard | 083 | Platte |
| 008 | Benton | 046 | Howell | 084 | Polk |
| 009 | Bollinger | 047 | Iron | 085 | Pulaski |
| 010 | Boone | 048 | Jackson | 086 | Putnam |
| 011 | Buchanan | 049 | Jasper | 087 | Ralls |
| 012 | Butler | 050 | Jefferson | 088 | Randolph |
| 013 | Caldwell | 051 | Johnson | 089 | Ray |
| 014 | Callaway | 052 | Knox | 090 | Reynolds |
| 015 | Camden | 053 | Laclede | 091 | Ripley |
| 016 | Cape Girardeau | 054 | Lafayette | 092 | St Charles |
| 017 | Carroll | 055 | Lawrence | 093 | St Clair |
| 018 | Carter | 056 | Lewis | 094 | St Francois |
| 019 | Cass | 057 | Lincoln | 095 | Ste Genevieve |
| 020 | Cedar | 058 | Linn | 096 | St Louis |
| 021 | Chariton | 059 | Livingston | 097 | Saline |
| 022 | Christian | 060 | McDonald | 098 | Schuyler |
| 023 | Clark | 061 | Macon | 099 | Scotland |
| 024 | Clay | 062 | Madison | 100 | Scott |
| 025 | Clinton | 063 | Maries | 101 | Shannon |
| 026 | Cole | 064 | Marion | 102 | Shelby |
| 027 | Cooper | 065 | Mercer | 103 | Stoddard |
| 028 | Crawford | 066 | Miller | 104 | Stone |
| 029 | Dade | 067 | Mississippi | 105 | Sullivan |
| 030 | Dallas | 068 | Moniteau | 106 | Taney |
| 031 | Daviess | 069 | Monroe | 107 | Texas |
| 032 | DeKalb | 070 | Montgomery | 108 | Vernon |
| 033 | Dent | 071 | Morgan | 109 | Warren |
| 034 | Douglas | 072 | New Madrid | 110 | Washington |
| 035 | Dunklin | 073 | Newton | 111 | Wayne |
| 036 | Franklin | 074 | Nodaway | 112 | Webster |
| 037 | Gasconade | 075 | Oregon | 113 | Worth |
| 038 | Gentry | 076 | Osage | 114 | Wright |
| | | | | 115 | St Louis City |

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**Exhibit 8 – Highest Degree
(Screens 18 and 20)**

| <u>Degree Abbreviation</u> | <u>Degree Description</u> |
|-----------------------------------|--|
| 60 HR | 60 College Hours |
| ASOC | Two-Year Associate Degree or Certificate Program |
| BACC | Baccalaureate Degree |
| CVOT | Certificated Career Education Teacher (Certification without degree – used only for Career Education teachers) |
| DOCT | Doctorate |
| EXPR | Five Years' Experience (For Parent Educators only) |
| HREX | 60 College Hours and Two Years' Experience (For Parent Educators only) |
| HSV | High School Diploma and High School Vocational Certificate in Early Childhood Care and Education |
| LPN | Licensed Practical Nurse |
| MAST | Master's Degree |
| PARA | Paraprofessional that passed the ParaPro Assessment or passed the Paraprofessional Test |
| RN | Registered Nurse |
| SPEC | Educational Specialist Degree |
| CDA | Child Development Associate |
| PCD | One-Year Certificate of Proficiency in Child Development or Child Care |
| NONE | None of the choices above |
| 20HR | 20 Hour Substitute Certificate |

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**Exhibit 9 – Career Education Program and Type Code Combinations
(Screens 18 and 29)**

| Program Code | Program Type |
|--|---|
| 01 Agricultural Education (AGR) | 04 Regular, Secondary (REG-SEC) 07 Regular, Postsecondary (REG-PS) 10 Regular, Adult (REG-A) |
| 02 Business Education (BUS) | 04 Regular, Secondary (REG-SEC) 07 Regular, Postsecondary (REG-PS) 10 Regular, Adult (REG-A) |
| 03 Cooperative Education (CCE) | 04 Regular, Secondary (REG-SEC) |
| 04 Marketing Education (MRKT) | 04 Regular, Secondary (REG-SEC) 07 Regular, Postsecondary (REG-PS) 10 Regular, Adult (REG-A) |
| 05 Health Sciences (HLTH) | 04 Regular, Secondary (REG-SEC) 07 Regular, Postsecondary (REG-PS) 10 Regular, Adult (REG-A) |
| 07 Family Consumer Sciences and Human Services (FCS) | 04 Regular, Secondary (REG-SEC) 07 Regular, Postsecondary (REG-PS) 10 Regular, Adult (REG-A) |
| 08 Skilled Technical Sciences (STS) | 04 Regular, Secondary (REG-SEC) 07 Regular, Postsecondary (REG-PS) 10 Regular, Adult (REG-A) |
| 09 Guidance Services (GUID) | 04 Regular, Secondary (REG-SEC) |
| 10 Technology and Engineering Education (TENG) | 04 Regular, Secondary (REG-SEC) |
| 11 Ancillary Services (ANC) [includes Career Education Area Career Center Director] | 04 Local Admin, Secondary (REG-SEC) |
| 12 Career Education Area Career Center (AD) [includes Assistant Director] | 04 Local Admin, Secondary (REG-SEC) |
| 22 Career Education Special Needs (DIS/SN) [Disadvantaged & Handicapped] | 04 Special Needs, Secondary (SPN-SEC) |
| 24 Career Education Preparation (VP/SN) | 04 Special Needs, Secondary (SPN-SEC) |

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**Exhibit 10 – Course Code/Certificate Required and Secondary CIP Codes
(Screens 20, 22, 24, 26, and 27)**

All certification must be at the proper grade level unless otherwise specified.

A substitute teaching certificate is the minimum certification required for collection of state aid (ADA), however, a substitute certification is not considered appropriately certified. Where Exhibit 10 of the Core Data/MOSIS manual says “Any certificate...” it is referring to any teaching certificate exclusive of the substitute certificate. An Early Childhood Education is not appropriate for “Any certificate. . .” unless taught at the PK-3 grade level.

Advanced Placement (AP) curriculum and courses are approved through an audit process with the College Board. International Baccalaureate (IB) curriculum and courses are approved through an authorization process with International Baccalaureate.

See Exhibit 33 for information on appropriate certification requirements. See Exhibit 15 for information on ESEA appropriate certification requirements.

| Missouri Teaching Certification Requirements – Elementary/Middle Grades (PK-8) | |
|---|---|
| Elementary Self-Contained Classes (PK-8) | Certificate Required |
| Note: For PK-5 in-seat courses, the course code may be left blank if the classes are self-contained. | |
| Early Childhood Education (Pre-Kindergarten) | B-3, PK-3*, or EARLY CHLD SPEC ED |
| Kindergarten | PK-3 or B-3 |
| Grades 1 through 3 | B-3, PK-3, or ELEM (includes K-8, 1-8, 1-6) |
| Grades 4 through 8 | ELEM (includes K-8, 1-8, 1-6) |
| *Teachers with K-8 Life Certificates issued prior to September 1, 1982, and who taught K or PK for at least one full school year in Missouri public schools prior to September 1, 1982, will be considered as “grandfathered” and may continue to teach PK with the K-8 Life Certificate. | |
| Departmentalized (Grades 5-8) | Certificate Required |
| Grades 5-6 | 1) Certification at proper grade level in subject area; OR 2) ELEM (K-8, 1-6, or 1-8) certification may be used to teach classes in English, social studies, reading, math, science, computer literacy, basic skills, and at-risk; OR 3) Subjects may be taught on appropriate subject area specific 5-9, 7-9/7-12 certificates (grades 5 and 6 may be taught on a 7-12 certificate); OR 4) Exploratory subjects may be taught on appropriate subject area specific 9-12 certifications. Exploratory classes are in the areas of Agriculture, Business, Drama/Speech/Theater, FACs, Industrial Technology, Marketing, and World Languages. Art, Music, Health, and PE are not considered exploratory classes for reporting and require the appropriate subject and grade level certifications due to statutory requirements. Any course taught for high school credit requires appropriate subject and grade level certification. |

| | |
|------------|--|
| Grades 7-8 | <ol style="list-style-type: none">1) Certification at proper grade level in subject area; OR2) ELEM (K-8, 1-6, or 1-8) certification may be used to teach classes in English, social studies, reading, computer literacy, basic skills, and at-risk; OR <p>NOTE: Math and science may not be taught on an ELEM certificate.</p> <ol style="list-style-type: none">3) Exploratory subjects may be taught on appropriate subject area specific 9-12 certifications. Exploratory classes are in the areas of Agriculture, Business, Drama/Speech/Theater, FACs, Industrial Technology, Marketing, and World Languages. Art, Music, Health, and PE are not considered exploratory classes for reporting and require the appropriate subject and grade level certifications due to statutory requirements. |
|------------|--|

| 01 – Agriculture (Career education program area 01-04) | | | | |
|---|--------------------------------|--|---------------------|---|
| Course Code | CIP Code/ Follow-up | Course Name | Abbreviation | Certificate Required |
| 016807 | 01.9999 | C.A.S.E. Agricultural Business Foundations | AG BUS, RES, D | AGRICULTURAL ED |
| 016806 | 01.9999 | C.A.S.E. Agricultural Power and Technology | AG POW-TECH | AGRICULTURAL ED |
| 016803 | 01.9999 | C.A.S.E. Animal and Plant Biotechnology | AN & PL BIO | AGRICULTURAL ED |
| 016809 | 01.9999 | C.A.S.E. Environmental Science Issues | AG ESI | AGRICULTURAL ED |
| 016805 | 01.9999 | C.A.S.E. Food Science and Safety | FOOD SCI & S | AGRICULTURAL ED |
| 016800 | 01.9999 | C.A.S.E. Introduction to Agriculture, Food and Natural Resources | AG FOOD & NR | AGRICULTURAL ED |
| 016808 | 01.9999 | C.A.S.E. Mechanical Systems in Agriculture | AG MSA | AGRICULTURAL ED |
| 016804 | 01.9999 | C.A.S.E. Natural Resources and Ecology | NATRL RES ECO | AGRICULTURAL ED |
| 016801 | 01.9999 | C.A.S.E. Principles of Agricultural Science – Animal | PRIN AG S AN | AGRICULTURAL ED |
| 016802 | 01.9999 | C.A.S.E. Principles of Agricultural Science – Plant | PRIN AG S PL | AGRICULTURAL ED |
| 016741 | 01.0101 | Agribusiness Sales & Marketing | AGBUS MKT | AGRICULTURAL ED |
| 016742 | 01.0101 | Agricultural Communications and Leadership | AG COMM | AGRICULTURAL ED |
| 016770 | 01.0201 | Agricultural Construction | AG CONSTR | AGRICULTURAL ED |
| 016753 | 01.0201 | Agricultural Machinery | AG MACH | AGRICULTURAL ED |
| 016730 | 01.0101 | Agricultural Management and Economics | AG MGMT-EC | AGRICULTURAL ED |
| 016751 | 01.0201 | Agricultural Power 1 | AG POWER-1 | AGRICULTURAL ED |
| 016752 | 01.0201 | Agricultural Power 2 | AG POWER-2 | AGRICULTURAL ED |
| 016710 | 01.0000 | Agricultural Science 1 (Animal Science) | AG SCI-1 | AGRICULTURAL ED |
| 016760 | 01.0000 | Agricultural Science 2 (Plant Science) | AG SCI-2 | AGRICULTURAL ED |
| 016720 | 01.0201 | Agricultural Structures | AG STRUCTR | AGRICULTURAL ED |
| 016711 | 01.0901 | Animal Science | ANIMAL SCI | AGRICULTURAL ED |
| 016743 | 01.0901 | Biotechnology | BIOTECH | AGRICULTURAL ED |
| 016759 | 03.0101 | Conservation of Natural Resources | CONS NAT R | AGRICULTURAL ED |
| 016761 | 01.0601 | Crop Science | CROP SCI | AGRICULTURAL ED |
| 016744 | 01.0901 | Equine Science | EQUINE SCI | AGRICULTURAL ED |
| 016700 | No follow-up | Exploring Agriculture, Grades 7-8 | EXPLOR AG | GEN AGRICULTURE, AGRICULTURAL ED |
| 016763 | 01.0601 | Floriculture | FLORICULTR | AGRICULTURAL ED |
| 016790 | 01.0401 | Food Science and Technology | FOOD SCI | AGRICULTURAL ED |
| 016762 | 03.0101 | Forest Management | FOREST MGMT | AGRICULTURAL ED |
| 014000 | No follow-up | General Agriculture | GEN AG | GEN AGRICULTURE, AGRICULTURAL ED |
| 016765 | 01.0601 | Greenhouse Operation and Management | GREENHS OP | AGRICULTURAL ED |
| 016764 | 01.0601 | Landscaping | LANDSCAPE | AGRICULTURAL ED |
| 016766 | 01.0601 | Nursery Operation and Management | NURS OPER | AGRICULTURAL ED |
| 016780 | 01.0101 | Supervised Ag Cooperative Experience | SAE CO-OP | AGRICULTURAL ED |
| 016785 | No follow-up | Supervised Agricultural Experience – Supervision | SAE SUPV | AGRICULTURAL ED |
| 016767 | 01.0601 | Turf Management | TURF MGMT | AGRICULTURAL ED |
| 016745 | 01.0901 | Veterinary Science | VET SCI | AGRICULTURAL ED |
| 016798 | No follow-up | Agriculture Departmental Duties | AG DEPT | AGRICULTURAL ED |
| 016797 | No follow-up | Agriculture Supervisor | AG SUPV | AGRICULTURAL ED at any grade level with Graduate Degree |

| 02 – Art | | | | |
|---|--------------------------------|--|---------------------|--|
| Course Code | Approved AP/IB | Course Name | Abbreviation | Certificate Required |
| 024100 | | Art | ART | ART |
| 024110 | | Art Appreciation & History | ART APPREC | ART |
| 024193 | IB | IB Art/Design | IB-ART DESN | ART |
| 024195 | AP | AP Art History | AP-ART HIST | ART |
| 024123 | | Arts & Crafts | ARTS-CRAFT | ART |
| 024126 | | Ceramics | CERAMICS | ART |
| 024190 | | Commercial Art | COMM ART | ART |
| 024140 | | Design | DESIGN | ART |
| 024150 | | Drawing | DRAWING | ART |
| 024155 | | Drawing & Painting | DRWG-PNTG | ART |
| 024170 | | Graphics & Printmaking | GRPH-PRNMG | ART |
| 024128 | | Jewelry | JEWELRY | ART |
| 024160 | | Painting | PAINTING | ART |
| 024130 | | Photography | PHOTOGRPHY | ART |
| 024135 | | Sculpture | SCULPTURE | ART |
| 024295 | AP | AP 2-D Art and Design | AP-STU ART2D | ART |
| 024395 | AP | AP 3-D Art and Design | AP-STU ART3D | ART |
| 024495 | AP | AP Drawing | AP-STU ARTDR | ART |
| 024293 | IB | IB Visual Arts | IB-VIS ARTS | ART |
| 024199 | | Other Art | OTHER ART | ART |
| 024198 | | Art Departmental Duties | ART DEPT | ART at any grade level |
| 024197 | | Art Supervisor | ART SUPV | ART at any grade level with Graduate Degree |
| 03 – Business (Certification requires VOC BS ED if course is an approved career education course. An asterisk [*] indicates courses that are <u>never</u> approved as career education courses.) [Career education program area 02-04] | | | | |
| Course Code | CIP Code/ Follow-up | Course Name | Abbreviation | Certificate Required |
| 034310 | 52.0803 | Accounting I | ACCT I | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 034312 | 52.0803 | Accounting II | ACCT II | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 991195 | 11.0103 | AP Computer Science A | AP-CMPR SC A | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 991196 | 11.0103 | AP Computer Science: Principles | AP-CMPR SC P | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 156895 | 52.0803 | AP Macroeconomics | AP-MACROECON | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 156995 | 52.0803 | AP Microeconomics | AP-MICROECON | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 034208 | No follow-up | Administrative Assistant/Secretarial Science, General | SECRET* | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 034303 | 52.0803 | Banking & Financial Services | BANKING | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 034320 | 52.0101 | Business Communications | BUS COMMUN | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 034332 | 52.0803 | Business Economics | BUS ECON | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 034321 | 52.0101 | Business Law | BUS LAW | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 034193 | 52.0101 | IB Business & Management | IB-BUS MGMT | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |

| 03 – Business (Certification requires VOC BS ED if course is an approved career education course. An asterisk [*] indicates courses that are <u>never</u> approved as career education courses.) [<i>Career education program area 02-04</i>] | | | | |
|--|--------------------------------|--|---------------------|--|
| Course Code | CIP Code/ Follow-up | Course Name | Abbreviation | Certificate Required |
| 156393 | 52.0803 | IB Economics | IB-ECONOMICS | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 034301 | 52.0101 | Business Management | BUS MGMT | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 034322 | No follow-up | Business Mathematics | BUS MATH* | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 034201 | No follow-up | Business Systems Analysis and Design | SYS ANA* | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 034330 | 11.0103 | Business Technology | BUS TECH | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 034352 | 11.0103 | Computer Applications | COMP APP | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 034355 | 11.0103 | Computer Programming | COMP PROG | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION, COMP PROG/NET ADMIN |
| 034400 | 11.0103 | Computer Science I | COMP SCI I | BS ED, VOC BS ED, VOC BS ED COOP, CAREER BUS ED, BUSINESS EDUC |
| 034401 | 11.0103 | Computer Science II | COMP SCI II | BS ED, VOC BS ED, VOC BS ED COOP, CAREER BUS ED, BUSINESS EDUC |
| 034402 | 11.0103 | Cybersecurity | CYBER | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 034392 | No follow-up | Digital Communications | DIG COMM* | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 034037 | No follow-up | E-Business | E-BUS* | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 034305 | 52.0101 | Entrepreneurship | ENTREPRE | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 034353 | 11.0103 | Graphic Arts/Desktop Publishing | DKTP PUB | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 034204 | No follow-up | Human Resources Management | HRES MGMT* | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 034207 | No follow-up | Insurance and Risk Management | INS MGMT* | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 034391 | 52.0101 | International Business | INTER BUS | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 034300 | 52.0101 | Introduction to Business | INTRO BUS | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 034390 | No follow-up | Keyboarding | KEYBOARD* | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 034205 | 52.0101 | Legal Administrative Assistant/Secretary | LEG SEC | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 034206 | 52.0101 | Medical Administrative Assistant/Secretary | MED SEC | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 034356 | 11.0103 | Multimedia | MULTIM | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 034354 | 11.0103 | Network Administration | NETW ADM | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION, COMP PROG/NET ADMIN |
| 034203 | No follow-up | Office Supervision and Management | OFF SUPV* | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |

| 03 – Business (Certification requires VOC BS ED if course is an approved career education course. An asterisk [*] indicates courses that are <u>never</u> approved as career education courses.) [Career education program area 02-04] | | | | |
|---|--------------------------------|--|---------------------|--|
| Course Code | CIP Code/ Follow-up | Course Name | Abbreviation | Certificate Required |
| 996400 | 52.0801 | Personal Finance | PERS FIN | BS ED, VOC BS ED, VOC BS ED COOP, CAREER BUS ED, BUSINESS EDUC |
| 034345 | No follow-up | Recordkeeping | RECORDKEEP* | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 034370 | No follow-up | Shorthand/Speedwriting/Notetaking | STHD-SP WR* | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 034380 | 52.0101 | Supervised Business Experience | SPV BUS EX | BUSINESS EDUC-COOP, BUSINESS EDUC (ISSUED AFTER AUGUST 1, 2017) |
| 034393 | 11.0103 | Web Design | WEB DES | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 034398 | No follow-up | Business Education Departmental Duties | BS ED DEPT* | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 034397 | No follow-up | Business Education Supervisor | BS ED SUPV* | BUSINESS EDUC-COOP, BUSINESS EDUC, BUSINESS EDUCATION |
| 04 – Marketing and Cooperative Education (An asterisk [*] indicates courses that are <u>never</u> approved as career education courses.) [Cooperative Education career education program area is 03-04; Marketing Education is 04-04] | | | | |
| Course Code | CIP Code/ Follow-up | Course Name | Abbreviation | Certificate Required |
| 040009 | 52.1401 | Advertising | ADV | MARKETING |
| 040008 | No follow-up | Business Administration | BUS ADMIN* | MARKETING |
| 040010 | No follow-up | Business Ownership/Management | BS OWN-MG* | MARKETING |
| 040003 | 00.8888 | Cooperative Career Education 1 | CCE-1 | COOP OCCUP ED, COOP INDUST ED, COOP EDUC, MARKETING, BUSINESS EDUC-COOP, BUSINESS EDUC (ISSUED AFTER AUGUST 1, 2017) |
| 040004 | 00.8888 | Cooperative Career Education 2 | CCE-2 | COOP OCCUP ED, COOP INDUST ED, COOP EDUC, MARKETING, BUSINESS EDUC-COOP, BUSINESS EDUC (ISSUED AFTER AUGUST 1, 2017) |
| 040011 | 52.0701 | Entrepreneurship | ENTREPRE | MARKETING |
| 040013 | 52.1802 | Fashion Merchandising | FASH MDSE | MARKETING |
| 040012 | No follow-up | Free Enterprise Economics | FREE EN EC* | MARKETING |
| 040018 | 52.0903 | Hospitality Management | HOSP MGMT | MARKETING |
| 040016 | No follow-up | International Marketing | INTNTL MKTG* | MARKETING |
| 040015 | No follow-up | Internet Marketing | INTRNT MKTG* | MARKETING |
| 040019 | 52.0701 | Leadership in the Workplace | LDRSHP WKPL | MARKETING |
| 040005 | 52.0701 | Management | MGMT | MARKETING |
| 040001 | 52.1401 | Marketing, Fundamentals of | MKTG-1 | MARKETING |
| 040002 | 52.1402 | Marketing, Advanced | MKTG-2 | MARKETING |
| 040021 | 52.1402 | Marketing Research | MKTG RSCH | MARKETING |
| 040006 | 52.1802 | Retailing | RETAILING | MARKETING |
| 040007 | No follow-up | Salesmanship | SALEMANSH* | MARKETING |
| 040014 | 52.1804 | Sports and Entertainment Marketing | SPT ENT MKTG | MARKETING |
| 040081 | 00.8888 | Supervised CCE Experience | SV CCE EXP | COOP OCCUP ED, COOP INDUST ED, COOP EDUC, MARKETING, BUSINESS EDUC-COOP, BUSINESS EDUC (ISSUED AFTER AUGUST 1, 2017) |
| 040080 | 52.1402 | Supervised Marketing Experience | SV MKT EXP | MARKETING |
| 040017 | 52.0903 | Travel and Tourism | TRAV TOUR | MARKETING |

| 05 – Language Arts (English) | | | | |
|-------------------------------------|-----------------------|---|---------------------|---|
| Course Code | Approved AP/IB | Course Name | Abbreviation | Certificate Required |
| 054821 | | American Literature | AMER LIT | ENG, LANG ARTS |
| 054806 | | Applied Communications | APLD COMM | ENG |
| 054820 | | Appreciation of Literature | LITERATURE | ENG, LANG ARTS |
| 054818 | | Bible Literature | BIBLE LIT | ENG |
| 054829 | | Black Literature | BLACK LIT | ENG |
| 054861 | | College Prep English | C PREP ENG | ENG |
| 054803 | | Communications (Written) | COMMUNTNS | ENG, LANG ARTS |
| 054804 | | Composition | COMPOSITN | ENG, LANG ARTS |
| 054822 | | Contemporary Literature | CONTMP LIT | ENG |
| 054805 | | Creative Writing | CREAT WRTG | ENG, LANG ARTS |
| 054865 | | English for Speakers of Other Languages | ESOL | ESOL |
| 054895 | AP | AP English Language and Composition | AP-ENG LN CP | ENG |
| 054823 | | English Literature | ENG LIT | ENG, LANG ARTS |
| 054995 | AP | AP English Literature and Composition | AP-ENG LT CP | ENG |
| 054892 | IB | IB Extended Essay | IB-EXT ESSAY | ENG |
| 054864 | | Ethnic Literature | ETHNIC LIT | ENG |
| 054890 | | Family Literacy | FAM LIT | ADULT EDUC or SUPV APPROVAL |
| 054817 | | Folklore | FOLKLORE | ENG |
| 054801 | | Grammar | GRAMMAR | ENG, LANG ARTS, ELEM, MIDDLE |
| 054824 | | Great Books | GREAT BOOK | ENG, LANG ARTS |
| 054893 | IB | IB English A: Literature | IB-ENG A-LIT | ENG |
| 054894 | IB | IB English A: Language and Literature | IB-LANG&LIT | ENG |
| 054800 | | Language Arts (English) | LANG ARTS | ENG, LANG ARTS, PK-3, ELEM, MIDDLE |
| 054996 | IB | IB Literature and Performance | IB-LIT & PER | ENG |
| 054809 | | Mass Media | MASS MEDIA | ENG, JOURN |
| 054850 | | Mythology | MYTHOLOGY | ENG, LATIN |
| 054825 | | Novel, The | NOVEL | ENG |
| 054826 | | Poetry | POETRY | ENG |
| 054802 | | Practical English | PRACT ENG | ENG |
| 054841 | | Reading | READING | RD SP, PK-3, ELEM, MIDDLE, ENG |
| 054863 | | Satire and Humor | SATR-HUMOR | ENG |
| 054819 | | Science Fiction | SCI FICT | ENG |
| 054845 | | Shakespeare | SHAKESPEAR | ENG |
| 054827 | | Short Story, The | SHRT STORY | ENG |
| 054891 | | Supplemental English Language Arts | SUP ELA | ELEM, PK-3, MIDDLE, LANG ARTS, ENG |
| 054840 | | Supplemental Reading | SUPP READ | PK-3, ELEM, MIDDLE, ENG, RD SP |
| 054862 | | Vocational/Career English | CAREER ENG | ENG |
| 054860 | | Word Study (includes Semantics) | WORD STUDY | ENG |
| 054828 | | World Literature | WORLD LIT | ENG |
| 054899 | | Other Language Arts | O LANG ART | ELEM, ENG, LANG ARTS |
| 054898 | | Language Arts Departmental Duties | LA DEPT | ELEM, ENG, LANG ARTS at any grade level |
| 054897 | | Language Arts Supervisor | LA SUPV | ENG, LANG ARTS, RD SP at any grade level with Graduate Degree |
| 05 – Journalism | | | | |
| Course Code | Approved AP/IB | Course Name | Abbreviation | Certificate Required |
| 054810 | | Journalism | JOURNALISM | JOURN, ENG, LANG ARTS |
| 054811 | | Photography | PHOTOGRPHY | JOURN, ART |
| 054830 | | School Publications | SCHOOL PUB | JOURN, ENG, LANG ARTS, BS ED |

| 05 – Speech and Dramatics | | | | |
|---------------------------------------|-----------------------|--------------------------------------|---------------------|---|
| Course Code | Approved AP/IB | Course Name | Abbreviation | Certificate Required |
| 056510 | | Debate | DEBATE | SP THTRE, SPEECH |
| 056520 | | Dramatics | DRAMATICS | SP THTRE, DRAMA |
| 056393 | IB | IB Film | IB-FILM | SP THTRE, JOURN, DRAMA, ENG |
| 056545 | | Oral Interpretation | ORAL INTRP | SP THTRE, SPEECH |
| 056501 | | Public Speaking | PUB SPEAK | SP THTRE, SPEECH |
| 056530 | | Radio and Television | RADIO-TV | SP THTRE, JOURN, DRAMA |
| 056500 | | Speech | SPEECH | SP THTRE, SPEECH |
| 056540 | | Stagecraft | STAGECRAFT | SP THTRE, DRAMA |
| 056593 | IB | IB Theatre | IB-THEATRE | SP THTRE, DRAMA |
| 056550 | | Theatre Arts | THTRE ARTS | SP THTRE, DRAMA |
| 056599 | | Other Speech and Dramatics | O SPCH-DRM | SP THTRE, SPEECH, DRAMA |
| 056598 | | Speech/Dramatics Departmental Duties | SP DR DEPT | SP THTRE, SPEECH, DRAMA, at any grade level |
| 06 – World (Foreign) Languages | | | | |
| Course Code | Approved AP/IB | Course Name | Abbreviation | Certificate Required |
| 062000 | | American Sign Language | ASL | Any certificate at any grade level |
| 069010 | | Chinese | CHINESE | CHINESE |
| 061093 | IB | IB Chinese A | IB-CHINESE A | CHINESE |
| 061393 | IB | IB Chinese B | IB-CHINESE B | CHINESE |
| 069095 | AP | AP Chinese Language and Culture | AP-CHINESE | CHINESE |
| 064900 | | French | FRENCH | FRENCH |
| 064193 | IB | IB French A | IB-FRENCH A | FRENCH |
| 064293 | IB | IB French B | IB-FRENCH B | FRENCH |
| 064995 | AP | AP French Language and Culture | AP-FRN LN CL | FRENCH |
| 065100 | | German | GERMAN | GERMAN |
| 065193 | IB | IB German A | IB-GERMAN A | GERMAN |
| 065293 | IB | IB German B | IB-GERMAN B | GERMAN |
| 065195 | AP | AP German Language and Culture | AP-GER LN CL | GERMAN |
| 065393 | IB | IB Germanic Language A | IB-GERMNIC A | GERMAN |
| 065493 | IB | IB Germanic Language B | IB-GERMNIC B | GERMAN |
| 065893 | IB | IB Greek – Classical | IB-GREEK | GREEK |
| 067100 | | Hebrew | HEBREW | HEBREW |
| 067193 | IB | IB Hebrew A | IB-HEBREW A | HEBREW |
| 067293 | IB | IB Hebrew B | IB-HEBREW B | HEBREW |
| 067393 | IB | IB Hebrew – Classical | IB-HEBREW-CL | HEBREW |
| 060000 | | Introduction to Foreign Languages | INTRO LANG | Any foreign language |
| 069020 | | Italian | ITALIAN | ITALIAN |
| 069193 | IB | IB Italian A | IB-ITALIAN A | ITALIAN |
| 069293 | IB | IB Italian B | IB-ITALIAN B | ITALIAN |
| 069295 | AP | AP Italian Language and Culture | AP-ITA LN CL | ITALIAN |
| 068000 | | Japanese | JAPANESE | JAPANESE |
| 068193 | IB | IB Japanese A | IB-JPANESE A | JAPANESE |
| 068293 | IB | IB Japanese B | IB-JPANESE B | JAPANESE |
| 068095 | AP | AP Japanese Language and Culture | AP-JPN LN CL | JAPANESE |
| 065700 | | Latin | LATIN | LATIN |
| 065795 | AP | AP Latin | AP-LATIN | LATIN |
| 065793 | IB | IB Latin – Classical | IB-LATIN-CL | LATIN |
| 061193 | IB | IB Romance/Italic Language A | IB-RMC-ITC A | LATIN, SPANISH, ITALIAN, FRENCH |
| 061293 | IB | IB Romance/Italic Language B | IB-RMC-ITC B | LATIN, SPANISH, ITALIAN, FRENCH |
| 066200 | | Russian | RUSSIAN | RUSSIAN |

| 06 – World (Foreign) Languages | | | | |
|--|----------------------------|---|---------------------|---|
| Course Code | Approved AP/IB | Course Name | Abbreviation | Certificate Required |
| 066193 | IB | IB Russian A | IB-RUSSIAN A | RUSSIAN |
| 066293 | IB | IB Russian B | IB-RUSSIAN B | RUSSIAN |
| 066300 | | Spanish | SPANISH | SPANISH |
| 066093 | IB | IB Spanish A | IB-SPANISH A | SPANISH |
| 066393 | IB | IB Spanish B | IB-SPANISH B | SPANISH |
| 066395 | AP | AP Spanish Language and Culture | AP-SPAN LANG | SPANISH |
| 066595 | AP | AP Spanish Literature and Culture | AP-SPN LT CL | SPANISH |
| 060099 | | Other Foreign Language | O FGN LANG | SUPV APPROVAL |
| 069300 | | World Language Arts | W LANG ARTS | Any foreign language certificate at appropriate grade level |
| 060098 | | Foreign Language Departmental Duties | FGN L DEPT | Any foreign language certificate at any grade level |
| 060097 | | Foreign Language Supervisor | FGN L SUPV | Any foreign language certificate at any grade level with Graduate Degree |
| 07 – Health Occupations (Career education program area 05-04) | | | | |
| Course Code | CIP Code/ Follow-up | Course Name | Abbreviation | Certificate Required |
| 070414 | 51.0001 | Biomedical Innovations | BIOMED INNOV | Any certificate with a Bachelor's Degree, must complete Project Lead The Way (PLTW) Core Training |
| 070901 | 51.0601 | Dental Assistant | DENT ASST | DENTAL ASST |
| 070903 | 51.0603 | Dental Laboratory Technician | D LAB TC | DENT LAB TECH |
| 070907 | 51.0904 | Emergency Medical Technician | EM TECH | EMER MED TECH |
| 070927 | 51.0706 | Health Information/Medical Records Technology | HLTH INFO | MED TRANSCRIPT |
| 070906 | 51.2601 | Health Service Aide | HLTH S AID | HLTH AID, NURSING OTH, HLTH PROF, RELATED SERVICES OTH |
| 070412 | 51.0001 | Human Body Systems | HUMAN BD SYS | Any certificate with a Bachelor's Degree, must complete Project Lead The Way (PLTW) Core Training |
| 070917 | 51.0801 | Medical Assistant | MED ASST | MEDICAL ASST |
| 070413 | 51.0001 | Medical Intervention | MED INTER | Any certificate with a Bachelor's Degree, must complete Project Lead The Way (PLTW) Core Training |
| 070913 | 51.1004 | Medical Laboratory Assistant | MLAB ASST | MED LAB ASST |
| 070929 | 51.1004 | Medical Laboratory Technology | MLAB TC | MED LAB TECH |
| 070934 | 51.2601 | Medical Terminology | MED TERM | HEALTH SERVICE AIDE |
| 070933 | 51.0706 | Medical Transcription | MED TRANS | MED TRANSCRIPT |
| 070930 | 51.0805 | Pharmacy Technician/Assistant | PH TECH ASST | PHARMACY TECH |
| 070923 | 51.0806 | Physical Therapy Assistant | P THRPY ASST | PHYS THER ASST |
| 070941 | 51.3901 | Secondary Practical Nursing | PRAC NURSING | HEALTH AIDE |
| 070411 | 51.0001 | Principles of Biomedical Science | PRIN BIO SCI | Any certificate with a Bachelor's Degree, must complete Project Lead The Way (PLTW) Core Training |
| 070940 | 16.1603 | Sign Language Interpreter | SIGN INT | SGN LNG INTERPR |

| 08 – Physical Education and Health | | | | |
|--|----------------------------|---|---------------------|--|
| Course Code | Approved AP/IB | Course Name | Abbreviation | Certificate Required |
| 086010 | | Adaptive Physical Education | ADAPT PE | PE or Any Special Education cert. |
| 086020 | | Athletic Practice/Conditioning | ATH PRAC-C | Any certificate at any grade level |
| 086025 | | Body Conditioning | BODY CONDN | PE |
| 087100 | | Driver Education | DRIVER ED | DR ED |
| 087180 | | Driver Education Lab | DR ED LAB | DR ED |
| 087198 | | Driver Education Departmental Duties | DR ED DEPT | DR ED |
| 085311 | | First Aid | FIRST AID | DR ED, or HEALTH or PE |
| 085300 | | Health | HEALTH | HEALTH (or PE if certificated on or before 7/1/83) |
| 085398 | | Health Departmental Duties | HLTH DEPT | HEALTH at any grade level |
| 085397 | | Health Supervisor | HLTH SUPV | HEALTH (or PE if certificated on or before 7/1/83) with Graduate Degree |
| 086030 | | Lifetime Sports | LIFE SPORT | PE |
| 086045 | | P.E. & Health Combination | PE-HLTH | PE <u>and</u> HEALTH (or PE only if certificated on or before 7/1/83) |
| 086000 | | Physical Education | PE | PE |
| 085310 | | Physiology & Anatomy | PHYS-ANAT | HEALTH |
| 085312 | | Safety | SAFETY | DR ED, or HEALTH or PE |
| 086935 | IB | IB Sports, Exercise and Health Science | IB-SP EX HLT | HEALTH or PE |
| 086035 | | Team Sports | TEAM SPORT | PE |
| 086099 | | Other Physical Education | OTHER PE | PE |
| 086098 | | Physical Education Departmental Duties | PE DEPT | PE at any grade level |
| 086097 | | Physical Education Supervisor | PE SUPV | PE at any grade level with Graduate Degree |
| 09 – Family Consumer Sciences and Human Services Education [Career Education] (An asterisk [*] indicates courses that are <u>never</u> approved as career education courses.) [Career education program area 07-04] | | | | |
| Course Code | CIP Code/ Follow-up | Course Name | Abbreviation | Certificate Required |
| 096820 | 19.0901 | Apparel, Textiles and Fashion | APP-INT | APPAREL/TEXTILE, CLOTH/APP/TEXT, FAM/CONSUMER SCI, FAM/CONSUMER SCI, VOC FAM/CONS SC, VOCATNL HOME EC |
| 096822 | 19.0901 | Apparel, Textiles and Fashion, Advanced | APP-ADV | APPAREL/TEXTILE, CLOTH/APP/TEXT, FAM/CONSUMER SCI, FAM/CONSUMER SCI, HME FUR/EQU/CON, HOUSING & HOME, VOC FAM/CONS SC, VOCATNL HOME EC |
| 096803 | 19.0201 | Career Development/Entrepreneurship | CAREER ENTRE | FAM/CONSUMER SCI, FAM/CONSUMER SCI, VOC FAM/CONS SC, VOCATNL HOME EC |
| 096842 | 13.0101 | Career Pathways for the Teaching Profession | CAR PATH | FAM/CONSUMER SCI, FAM/CONSUMER SCI, VOC FAM/CONS SC, VOCATNL HOME EC |
| 096821 | 19.0706 | Child Development | CHILD DEV I | CHLD CARE/GUID, FAM/CONSUMER SCI, FAM/CONSUMER SCI, HUM. DEV./CHILD, VOC FAM/CONS SC, VOCATNL HOME EC |
| 096826 | 19.0706 | Child Development, Advanced | CHLD DEV II | CHLD CARE/GUID, FAM/CONSUMER SCI, FAM/CONSUMER SCI, HUM. DEV./CHILD, VOC FAM/CONS SC, VOCATNL HOME EC |
| 096900 | 12.0401 | Cosmetology | COSMETOLGY | COSMETOLGY |
| 096804 | 12.0500 | Culinary Arts/Chef Training | CUL ARTS | CULINARY ARTS, FAM/CONSUMER SCI, FAM/CONSUMER SCI, FD/BEV/REST MGR, FOOD MNGMT/REL, VOC FAM/CONS SC, VOCATNL HOME EC |

| 09 – Family Consumer Sciences and Human Services Education [Career Education] (An asterisk [*] indicates courses that are <u>never</u> approved as career education courses.) [Career education program area 07-04] | | | | |
|--|--------------------------------|---|---------------------|--|
| Course Code | CIP Code/ Follow-up | Course Name | Abbreviation | Certificate Required |
| 096800 | No follow-up | Discovering Family and Consumer Sciences (Grades 1-8) | DISC FACS* | FAM/CONSUMER SCI, FAM/CONSUMER SCI, VOC/FAM/CONS SC, VOCATNL HOME EC |
| 096831 | 19.0709 | Early Childhood Professions | ERL CHLD PRO | CHLD CARE/GUID, FAM/CONSUMER SCI, FAM/CONSUMER SCI, HUM. DEV./CHILD, VOC FAM/CONS SC, VOCATNL HOME EC |
| 096898 | No follow-up | Family and Consumer Sciences Departmental Duties | FCS DEPT* | FAM/CONSUMER SCI, FAM/CONSUMER SCI, VOC FAM/CONS SC, VOCATNL HOME EC |
| 096837 | 19.0701 | Family Consumer Sciences Internship | FCS INTERN | APPAREL/TEXTILE, CHLD CARE/GUID, CLOTH/APP/TEXT, CULINARY ARTS, FD/BEV/REST MGR, FOOD MNGMT/REL, FAM/CONSUMER SCI, FAM/CONSUMER SCI, HME FUR/EQU/CON, HOSPITALITY ADM, HOUSING & HOME, HUM. DEV./CHILD, VOC FAM/CONS SC, VOCATNL HOME EC |
| 096839 | 19.0201 | Family Consumer Sciences, Coop | FCS OC COP | FAM/CONSUMER SCI, FAM/CONSUMER SCI, VOC FAM/CONS SC, VOCATIONAL FCS, VOCATNL HOME EC |
| 096814 | 19.0401 | Family/Consumer Resource Management | FAM/CONRS | FAM/CONSUMER SCI, FAM/CONSUMER SCI, VOC FAM/CONS SC, VOCATNL HOME EC |
| 096840 | 19.0000 | Family/Individual Health (meets 0.5 health credit graduation requirement) | FAM HEALTH | FAM/CONSUMER SCI, FAM/CONSUMER SCI, VOC FAM/CONS SC, VOCATNL HOME EC |
| 096906 | 19.0901 | Fashion and Interior Design Fundamentals (Pathway Level 1) | FASH-INTER 1 | APPAREL/TEXTILE, CLOTH/APP/TEXT, FAM/CONSUMER SCI, FAM/CONSUMER SCI, VOC FAM/CONS SC, VOCATNL HOME EC |
| 096846 | 50.0407 | Fashion Design | FASH DSGN | APPAREL/TEXTILE, CLOTH/APP/TEXT, FAM/CONSUMER SCI, FAM/CONSUMER SCI, VOC FAM/CONS SC, VOCATNL HOME EC |
| 096907 | 50.0407 | Fashion Design and Construction (Pathway Level 2) | FASH-CONST 2 | APPAREL/TEXTILE, CLOTH/APP/TEXT, FAM/CONSUMER SCI, FAM/CONSUMER SCI, VOC FAM/CONS SC, VOCATNL HOME EC |
| 096909 | 19.0905 | Fashion/Interior Design and Merchandising (Pathway Level 3) | FASHINTMER 3 | APPAREL/TEXTILE, CLOTH/APP/TEXT, FAM/CONSUMER SCI, FAM/CONSUMER SCI, HME FUR/EQU/CON, HOUSING & HOME, VOC FAM/CONS SC, VOCATNL HOME EC |
| 096829 | 12.0500 | Foods, General | FOODS GEN | CULINARY ARTS, FAM/CONSUMER SCI, FAM/CONSUMER SCI, FD/BEV/REST MGR, FOOD MNGMT/REL, VOC FAM/CONS SC, VOCATNL HOME EC |
| 096833 | 12.0505 | Food Production, Management and Services, General | FOOD SERV | CULINARY ARTS, FAM/CONSUMER SCI, FAM/CONSUMER SCI, FD/BEV/REST MGR, FOOD MNGMT/REL, HOSPITALITY ADM, INS FOOD WRK AD, VOC FAM/CONS SC, VOCATNL HOME EC |
| 096827 | 19.0501 | Food Science | FOOD SCI | CULINARY ARTS, FAM/CONSUMER SCI, FAM/CONSUMER SCI, FD/BEV/REST MGR, FOOD MNGMT/REL, VOC FAM/CONS SC, VOCATNL HOME EC |

| 09 – Family Consumer Sciences and Human Services Education [Career Education] (An asterisk [*] indicates courses that are <u>never</u> approved as career education courses.) [Career education program area 07-04] | | | | |
|--|--------------------------------|---|---------------------|--|
| Course Code | CIP Code/ Follow-up | Course Name | Abbreviation | Certificate Required |
| 096904 | 52.0901 | Hospitality & Tourism Management Program I | HTMP I | CULINARY ARTS, FAM/CONSUMER SCI, FAM/CONSUMER SCI, FD/BEV/REST MGR, FOOD MNGMT/REL, HOSPITALITY ADM, INS FOOD WRK AD, VOC FAM/CONS SC, VOCATIONAL FCS, VOCATNL HOME EC |
| 096905 | 52.0901 | Hospitality & Tourism Management Program II | HTMP II | CULINARY ARTS, FAM/CONSUMER SCI, FAM/CONSUMER SCI, FD/BEV/REST MGR, FOOD MNGMT/REL, HOSPITALITY ADM, INS FOOD WRK AD, VOC FAM/CONS SC, VOCATIONAL FCS, VOCATNL HOME EC |
| 096818 | 19.0601 | Housing Environments and Design | HOME ENVIR | FAM/CONSUMER SCI, FAM/CONSUMER SCI, HOUSING & HOME, HME FUR/EQU/CON, VOC FAM/CONS SC, VOCATNL HOME EC |
| 096828 | 19.0701 | Human Development | HUMAN DEV | FAM/CONSUMER SCI, FAM/CONSUMER SCI, VOC FAM/CONS SC, VOCATNL HOME EC |
| 096908 | 19.0601 | Interior Design, Advanced (Pathway Level 2) | INTER-DES 2 | FAM/CONSUMER SCI, FAM/CONSUMER SCI, HME FUR/EQU/CON, HOUSING & HOME, VOC FAM/CONS SC, VOCATNL HOME EC |
| 096910 | 12.0500 | International Foods | INTFDS | CULINARY ARTS, FAM/CONSUMER SCI, FAM/CONSUMER SCI, FD/BEV/REST MGR, FOOD MNGMT/REL, VOC FAM/CONS SC, VOCATNL HOME EC |
| 096823 | 19.0701 | Interpersonal Relationships | INTPRSNL REL | FAM/CONSUMER SCI, FAM/CONSUMER SCI, HUM. DEV. AD AG, VOC FAM/CONS SC, VOCATNL HOME EC |
| 096901 | 12.0401 | Nail Technician | NAIL TECH | COSMETOLOGY |
| 096824 | 19.0501 | Nutrition and Wellness | NUTR/WELL | FAM/CONSUMER SCI, FAM/CONSUMER SCI, VOC FAM/CONS SC, VOCATNL HOME EC |
| 096830 | 19.0701 | Parenting | PARENTING | CHLD CARE/GUID, FAM/CONSUMER SCI, FAM/CONSUMER SCI, HUM. DEV./CHILD, VOC FAM/CONS SC, VOCATNL HOME EC |
| 996400 | 52.0801 | Personal Finance | PERS FIN | FAM/CONSUMER SCI, FAM/CONSUMER SCI, VOC FAM/CONS SC, VOCATNL HOME EC |
| 096902 | 13.0101 | Practicum in Teaching Pathway | PRACT PATH | FAM/CONSUMER SCI, FAM/CONSUMER SCI, VOC FAM/CONS SC, VOCATNL HOME EC |
| 096815 | 12.0500 | Pro Start I | PRO STAR I | CULINARY ARTS, FAM/CONSUMER SCI, FAM/CONSUMER SCI, FD/BEV/REST MGR, FOOD MNGMT/REL, HOSPITALITY ADM, INS FOOD WRK AD, VOC FAM/CONS SC, VOCATIONAL FCS, VOCATNL HOME EC |

| 09 – Family Consumer Sciences and Human Services Education [Career Education] (An asterisk [*] indicates courses that are <u>never</u> approved as career education courses.) [Career education program area 07-04] | | | | |
|--|--------------------------------|--|---------------------|--|
| Course Code | CIP Code/ Follow-up | Course Name | Abbreviation | Certificate Required |
| 096816 | 12.0500 | Pro Start II | PRO STAR II | CULINARY ARTS, FAM/CONSUMER SCI, FAM/CONSUMER SCI, FD/BEV/REST MGR, FOOD MNGMT/REL, HOSPITALITY ADM, INS FOOD WRK AD, VOC FAM/CONS SC, VOCATIONAL FCS, VOCATNL HOME EC |
| 096805 | 12.0504 | Restaurant, Culinary and Catering Management | RESTAURANT | CULINARY ARTS, FAM/CONSUMER SCI, FAM/CONSUMER SCI, FD/BEV/REST MGR, FOOD MNGMT/REL, HOSPITALITY ADM, INS FOOD WRK AD, VOC FAM/CONS SC, VOCATIONAL FCS, VOCATNL HOME EC |
| 10 – Industrial Technology (Not approved as Career Education courses) | | | | |
| Course Code | | Course Name | Abbreviation | Certificate Required |
| 105431 | | Architectural Structures and Design Technology | ARCH DSGN | IND (ARTS) TECH, TECH & ENG |
| 105401 | | Bio-Technology | BIO-TECH | IND (ARTS) TECH, TECH & ENG |
| 105441 | | Communications Electronics Technology | COM ELECTR | IND (ARTS) TECH, TECH & ENG |
| 105424 | | Construction Technology | CONSTR TEC | IND (ARTS) TECH, TECH & ENG |
| 105430 | | Drafting and Design Technology | DRFT-DESGN | IND (ARTS) TECH, TECH & ENG |
| 105440 | | Electricity/Electronics Technology | ELEC-ELTRN | IND (ARTS) TECH, TECH & ENG |
| 105400 | | Elementary School Technology Education K-6 | EL TEC K-6 | IND (ARTS) TECH, TECH & ENG |
| 105433 | | Engineering Graphics Technology | ENGR GRAPH | IND (ARTS) TECH, TECH & ENG |
| 105425 | | Engineering Materials Technology | ENGR MAT | IND (ARTS) TECH, TECH & ENG |
| 105407 | | Engineering Technology Education | ENGR TECH | IND (ARTS) TECH, TECH & ENG |
| 105408 | | Enterprise | ENTERPRISE | IND (ARTS) TECH, TECH & ENG |
| 105450 | | Exploration of Technology/Industrial Technology 9-12 | EX IND TEC | IND (ARTS) TECH, TECH & ENG |
| 100426 | | Exploring Architecture & Construction | EX ARCH CON | IND (ARTS) TECH, TECH & ENG |
| 100427 | | Exploring Communications Technology | EX COMM TECH | IND (ARTS) TECH, TECH & ENG |
| 100428 | | Exploring Engineering | EX ENG | IND (ARTS) TECH, TECH & ENG |
| 100429 | | Exploring Information Technology | EX INF TECH | IND (ARTS) TECH, TECH & ENG |
| 100430 | | Exploring Manufacturing | EX MFG | IND (ARTS) TECH, TECH & ENG |
| 100424 | | Exploring Technology Careers IA (6-8) | EX TECH CAR IA | IND (ARTS) TECH, TECH & ENG |
| 100425 | | Exploring Technology Careers IB (6-8) | EX TECH CAR IB | IND (ARTS) TECH, TECH & ENG |
| 100431 | | Exploring Transportation & Distribution | EX TRAN DIST | IND (ARTS) TECH, TECH & ENG |
| 105492 | | Graphic Communications Technology | GR COMMUN | IND (ARTS) TECH, TECH & ENG |
| 105421 | | Industrial Ceramics Technology | IND CERAM | IND (ARTS) TECH, TECH & ENG |
| 105470 | | Industrial Metals Technology | IND METALS | IND (ARTS) TECH, TECH & ENG |
| 105422 | | Industrial Plastics Technology | IND PLSTCS | IND (ARTS) TECH, TECH & ENG |
| 105482 | | Industrial Woods Technology | IND WOODS | IND (ARTS) TECH, TECH & ENG |
| 105402 | | Interdisciplinary Approaches to Technology | APPRCH TEC | IND (ARTS) TECH, TECH & ENG |
| 105435 | | Introduction to Communication Technology | COMMUN | IND (ARTS) TECH, TECH & ENG |
| 105410 | | Introduction to Energy & Power Technology | ENGY-POWER | IND (ARTS) TECH, TECH & ENG |
| 105420 | | Introduction to Materials & Processing Technology | MATRL-PROC | IND (ARTS) TECH, TECH & ENG |
| 105405 | | Introduction to Technology/Industrial Technology 6-9 | IN TEC 6-9 | IND (ARTS) TECH, TECH & ENG |
| 100423 | | Invention & Innovations (Grades 6-8) | INVNT INN | IND (ARTS) TECH, TECH & ENG |
| 105423 | | Manufacturing Technology | MFG TECH | IND (ARTS) TECH, TECH & ENG |

| 10 – Industrial Technology (Not approved as Career Education courses) | | | | |
|--|----------------------------|--|---------------------|---|
| Course Code | | Course Name | Abbreviation | Certificate Required |
| 100403 | | PLTW Gateway (Grades 6-8) | PLTW GWY | Any certificate with Bachelor's Degree, must complete Project Lead The Way (PLTW) Core Training |
| 100402 | | PLTW Launch (Grades K-5) | PLTW LNCH | Any certificate with a Bachelor's Degree, must complete Project Lead The Way (PLTW) Core Training |
| 105411 | | Power Mechanics Technology | POWER MECH | IND (ARTS) TECH, TECH & ENG |
| 105406 | | Research and Development | RSCH-DEVEL | IND (ARTS) TECH, TECH & ENG |
| 105409 | | Technology Problem Solving | TECH PROB | IND (ARTS) TECH, TECH & ENG |
| 105442 | | Technology Systems Control | TECH SYS | IND (ARTS) TECH, TECH & ENG |
| 105414 | | Transportation Systems | TRANS SYS | IND (ARTS) TECH, TECH & ENG |
| 105432 | | Video Production Technology | VIDEO TECH | IND (ARTS) TECH, TECH & ENG |
| 105499 | | Other Industrial Technology/Technology Education | O IND TECH | IND (ARTS) TECH, TECH & ENG |
| 105498 | | Industrial Technology Departmental Duties | IND T DEPT | IND (ARTS) TECH at any grade level, TECH & ENG |
| 105497 | | Industrial Technology Supervisor | IND T SUPV | IND (ARTS) TECH at any grade level with Graduate Degree, TECH & ENG |
| 10 – Technology and Engineering Education (TENG) [Career Education] (All of these courses must complete the Project Lead The Way [PLTW] Core Training.) [Career education program area 10-04] | | | | |
| Course Code | CIP Code/ Follow-up | Course Name | Abbreviation | Certificate Required |
| 100410 | 21.0104 | Aerospace Engineering | Aero ENG | Any certificate with a Bachelor's Degree |
| 100408 | 21.0104 | Civil Engineering & Architecture | CVL ENG ARCH | Any certificate with a Bachelor's Degree |
| 100407 | 21.0104 | Computer Integrated Manufacturing | COM INT MFG | Any certificate with a Bachelor's Degree |
| 100432 | 21.0105 | Computer Science A | COMP SCI APP | Any certificate with a Bachelor's Degree |
| 100415 | 21.0105 | Computer Science Principles | COMP SCI PRI | Any certificate with a Bachelor's Degree |
| 100416 | 21.0105 | Computer Science Essentials | COMP SCI ESS | Any certificate with a Bachelor's Degree |
| 100434 | 21.0105 | Cyber Security | CYBERSECUR | Any certificate with a Bachelor's Degree |
| 100406 | 21.0104 | Digital Electronics | DIG ELECT | Any certificate with a Bachelor's Degree |
| 100422 | 21.0104 | Engineering Design & Development | ENG DES DEV | Any certificate with a Bachelor's Degree |
| 100435 | 21.0104 | Engineering Essentials | ENG ESS | Any certificate with a Bachelor's Degree |
| 100433 | 21.0104 | Environmental Sustainability | ENVIR SUS | Any certificate with a Bachelor's Degree |
| 100405 | 21.0104 | Introduction to Engineering Design | INT ENG DES | Any certificate with a Bachelor's Degree |
| 100404 | 21.0104 | Principles of Engineering | PRIN ENG | Any certificate with a Bachelor's Degree |

| 11 – Mathematics | | | | |
|-------------------------|-----------------------|--|---------------------|---|
| Course Code | Approved AP/IB | Course Name | Abbreviation | Certificate Required |
| 115810 | | Algebra | ALGEBRA | MATH |
| 115861 | | Algebra-Trigonometry | ALG-TRIG | MATH |
| 115865 | | Analytical Geometry | ANALY GEO | MATH |
| 115825 | | Applied Mathematics | APLD MATH | MATH |
| 115820 | | Basic Mathematics (General or Functional Math) | BASIC MATH | MATH |
| 115866 | | Calculus | CALCULUS | MATH |
| 115895 | AP | AP Calculus AB | AP-CALC AB | MATH |
| 115995 | AP | AP Calculus BC | AP-CALC BC | MATH |
| 115868 | | Consumer Mathematics | CONSM MATH | MATH |
| 115870 | | Elementary Functions (Pre-Calculus) | EL FUNCT | MATH |
| 115293 | IB | IB Further Mathematics | IB-FURH MATH | MATH |
| 115830 | | Geometry | GEOMETRY | MATH |
| 115805 | | Integrated Math (Multi-year equivalent) | INTEGR MATH | MATH |
| 115840 | | Mathematical Analysis | MATH ANALYS | MATH |
| 115800 | | Mathematics | MATH | MATH |
| 115193 | IB | IB Mathematics and Computing | IB-MATH COMT | MATH |
| 115393 | IB | IB Mathematical Studies | IB-MATH STUD | MATH |
| 115093 | IB | IB Mathematics | IB-MATH | MATH |
| 115815 | | Pre-Algebra | PRE-ALG | MATH |
| 115875 | | Probability and Statistics | PROB-STAT | MATH |
| 115795 | AP | AP Statistics | AP-STAT | MATH |
| 115891 | | Supplemental Math | SUPP MATH | PK-3, ELEM, MIDDLE, MATH |
| 115860 | | Trigonometry | TRGONOMTRY | MATH |
| 115899 | | Other Mathematics | OTHER MATH | MATH |
| 115898 | | Mathematics Departmental Duties | MATH DEPT | MATH at any grade level |
| 115897 | | Mathematics Supervisor | MATH SUPV | MATH at any grade level with Graduate Degree |
| 12 – Music | | | | |
| Course Code | Approved AP/IB | Course Name | Abbreviation | Certificate Required |
| 125510 | | Band | BAND | IN MUS |
| 126960 | | Chorus/Choir | CHORUS | V MUS |
| 125530 | | Drum Corps | DRUM CORPS | IN MUS |
| 126910 | | Fundamentals of Music | FUND MUSIC | IN MUS, V MUS |
| 126940 | | Glee Club | GLEE CLUB | V MUS |
| 125525 | | Guitar | GUJAR | IN MUS, V MUS |
| 125500 | | Instrumental Music | INST MUSIC | IN MUS (may be taught at Elem level on V MUS) |
| 125540 | | Jazz Band | JAZZ BAND | IN MUS |
| 126993 | IB | IB Music | IB-MUSIC | IN MUS, V MUS |
| 126920 | | Music Appreciation | MUSIC APPR | IN MUS, V MUS |
| 126995 | AP | AP Music Theory | AP-MUSC THRY | IN MUS, V MUS |
| 125520 | | Orchestra | ORCHESTRA | IN MUS |
| 125550 | | Piano | Piano | IN MUS, V MUS |
| 126930 | | Theory and Harmony | THEORY | IN MUS, V MUS |
| 126900 | | Vocal Music | VOC MUSIC | V MUS (may be taught at Elem level on IN MUS) |
| 125599 | | Other Instrumental Music | O INST MUS | IN MUS |
| 126999 | | Other Vocal Music | O VOC MUS | V MUS |

| 12 – Music | | | | |
|---------------------|-----------------------|---|---------------------|--|
| Course Code | Approved AP/IB | Course Name | Abbreviation | Certificate Required |
| 125598 | | Music Departmental Duties | MUS DEPT | V MUS, IN MUS at any grade level |
| 125597 | | Music Supervisor | MUS SUPV | V MUS, IN MUS at any grade level with Graduate Degree |
| 13 – Science | | | | |
| Course Code | Approved AP/IB | Course Name | Abbreviation | Certificate Required |
| 135500 | | Aerospace | AEROSPACE | PHYS, EARTH, UNIFIED PHYS, UNIFIED EARTH |
| 134642 | | Applied Science | APLD SCI | Any Science Certificate |
| 133810 | | Astronomy | ASTRONOMY | EARTH, GEN SCI, UNIFIED EARTH, UNIFIED PHYS, PHYSICS |
| 134200 | | Biology | BIOLOGY | Any Science Certificate; or for advanced courses BIOL, UNIFIED BIOL |
| 134295 | AP | AP Biology | AP-BIOLOGY | BIOL, UNIFIED BIOL |
| 134293 | IB | IB Biology | IB-BIOLOGY | BIOL, UNIFIED BIOL |
| 134210 | | Botany | BOTANY | BIOL, UNIFIED BIOL |
| 134600 | | Chemistry | CHEMISTRY | Any Science Certificate; or for advanced courses CHEM, UNIFIED CHEM |
| 134695 | AP | AP Chemistry | AP-CHEMISTRY | CHEM, UNIFIED CHEM |
| 134693 | IB | IB Chemistry | IB-CHEMISTRY | CHEM, UNIFIED CHEM |
| 136000 | | Consumer Science | CONSUM SCI | Any Science Certificate |
| 133800 | | Earth Science | EARTH SCI | Any Science Certificate |
| 134215 | | Ecology | ECOLOGY | Any Science Certificate |
| 134195 | AP | AP Environmental Science | AP-ENVIR SCI | EARTH, UNIFIED EARTH, BIOL, UNIFIED BIOL |
| 134193 | IB | IB Environmental Systems and Societies | IB-ENVIR SYS | EARTH, UNIFIED EARTH, BIOL, UNIFIED BIOL |
| 133820 | | Geology | GEOLOGY | EARTH, UNIFIED EARTH |
| 134230 | | Life Science | LIFE SCI | Any Science Certificate |
| 135010 | | Physical Science | PHYS SCI | Any Science Certificate; or advanced courses PHYS |
| 135093 | IB | IB Physical Science | IB-PHYS SCI | PHYS, UNIFIED PHYS |
| 135900 | | Physics | PHYSICS | Any Science Certificate; or for advanced courses PHYS, UNIFIED PHYS |
| 135395 | AP | AP Physics 1 | AP-PHYSICS 1 | PHYS, UNIFIED PHYS |
| 135495 | AP | AP Physics 2 | AP-PHYSICS 2 | PHYS, UNIFIED PHYS |
| 135195 | AP | AP Physics C: Electricity and Magnetism | AP-PHYC C-EM | PHYS, UNIFIED PHYS |
| 135295 | AP | AP Physics C: Mechanics | AP-PHYC C-MC | PHYS, UNIFIED PHYS |
| 135993 | IB | IB Physics | IB-PHYSICS | PHYS, UNIFIED PHYS |
| 135950 | | Physics First | PHYS FIRST | Any Science Certificate; or for advanced courses, PHYS or UNIFIED PHYS |
| 134221 | | Physiology & Anatomy | PHYS-ANAT | BIOL, UNIFIED BIOL |
| 135910 | | Principles of Technology | PRIN-TECH | PHYS, any UNIFIED SCI |
| 135000 | | Science, General | GEN SCI | Any Science Certificate |
| 134220 | | Zoology | ZOOLOGY | BIOL, UNIFIED BIOL |
| 134299 | | Other Biological Science | O BIOL SCI | BIOL, UNIFIED BIOL |
| 134699 | | Other Chemistry | OTH CHEMSTRY | CHEM, UNIFIED CHEM |
| 133899 | | Other Earth Science | O EARTH SCI | EARTH, UNIFIED EARTH |
| 135999 | | Other Physics | OTH PHYSICS | PHYSICS, UNIFIED PHYSICS |
| 135098 | | Science Departmental Duties | SCI DEPT | Any Science certificate at any grade level |
| 135097 | | Science Supervisor | SCI SUPV | Any Science certificate at any grade level with Graduate Degree |

| 15 – Social Studies | | | | |
|----------------------------|-----------------------|---|---------------------|--|
| Course Code | Approved AP/IB | Course Name | Abbreviation | Certificate Required |
| 156683 | | Afro-American History | AF-AM HIST | SOC ST, SOC SCI |
| 156651 | | American Government | AMER GOVT | SOC ST, SOC SCI, US GOVT |
| 156692 | | American Heritage | AM HERITGE | SOC ST, SOC SCI |
| 156661 | | American History | AMER HIST | AM HST, SOC ST, SOC SCI, ELEM |
| 156664 | | Ancient & Medieval History | ANC-MED HS | SOC ST, SOC SCI |
| 156680 | | Anthropology | ANTHROPLGY | SOC ST, SOC SCI |
| 156665 | | Asian History | ASIAN HIST | SOC ST, SOC SCI, WD HST |
| 156102 | | Behavioral Science | BEHAVR SCI | SOC ST, SOC SCI, BEH SC |
| 156610 | | Citizenship | CITIZENSHP | SOC ST, SOC SCI, CITZN, PSYCH, SOCIOL |
| 156691 | | Civil War Period | CIV WAR PD | SOC ST, SOC SCI, AM HST |
| 156653 | | Comparative Government | COMPR GOVT | SOC ST, SOC SCI |
| 156595 | AP | AP Government and Politics: Comparative | AP-GOVPOL CM | SOC ST, SOC SCI |
| 156625 | | Consumer Education | CONSUM ED | SOC ST, SOC SCI |
| 156666 | | Contemporary History | CONTMP HST | SOC ST, SOC SCI |
| 156620 | | Contemporary Issues | CONTMP ISS | SOC ST, SOC SCI |
| 156630 | | Economics | ECONOMICS | SOC ST, SOC SCI, ECON |
| 156393 | IB | IB Economics | IB-ECONOMICS | SOC ST, SOC SCI, ECON, BS ED, VOC BS ED, VOC BS ED COOP, CAREER BUS ED |
| 156631 | | Economics at Work | ECON AT WK | SOC ST, SOC SCI, ECON |
| 156667 | | European History | EUROPE HST | SOC ST, SOC SCI, WD HST |
| 156695 | AP | AP European History | AP-EUROP HST | SOC ST, SOC SCI, WD HST |
| 156671 | | Family Relations | FAMILY REL | SOC ST, SOC SCI |
| 156640 | | Geography | GEOGRAPHY | SOC ST, SOC SCI, GEOG |
| 156493 | IB | IB Geography | IB-GEOGRAPHY | SOC ST, SOC SCI, GEOG |
| 156650 | | Government & Politics | GOVERNMENT | SOC ST, SOC SCI |
| 156093 | IB | IB History | IB-HIST | SOC ST, SOC SCI |
| 156693 | | History of West | HIST-WEST | SOC ST, SOC SCI, AM HST |
| 156495 | AP | AP Human Geography | AP-HUM GEPHY | SOC ST, SOC SCI, GEOG |
| 156652 | | International & Intercultural Relations | INTNL REL | SOC ST, SOC SCI |
| 156668 | | Latin American History | LAT AM HST | SOC ST, SOC SCI |
| 156675 | | Law and You | LAW-YOU | SOC ST, SOC SCI |
| 156895 | AP | AP Macroeconomics | AP-MACROECON | SOC ST, SOC SCI, ECON, BS ED, VOC BS ED, VOC BS ED COOP, CAREER BUS ED |
| 156995 | AP | AP Microeconomics | AP-MICROECON | SOC ST, SOC SCI, ECON, BS ED, VOC BS ED, VOC BS ED COOP, CAREER BUS ED |
| 156685 | | Minority Groups | MIN GROUPS | SOC ST, SOC SCI |
| 156662 | | Missouri History | MO HIST | SOC ST, SOC SCI |
| 156100 | | Psychology | PSYCHOLOGY | SOC ST, SOC SCI, PSYCH, COUNS |
| 156195 | AP | AP Psychology | AP-PSYCHOLGY | SOC ST, SOC SCI, PSYCH, COUNS |
| 156193 | IB | IB Psychology | IB-PSYCHOLGY | SOC ST, SOC SCI, PSYCH, COUNS |
| 156669 | | Russian History | RUSS HIST | SOC ST, SOC SCI, WD HST |
| 155693 | IB | IB Social and Cultural Anthropology | IB-SO ANTLGY | SOC ST, SOC SCI, PSYCH |
| 156600 | | Social Studies | SOC STUD | SOC ST, SOC SCI, ELEM, MIDDLE |
| 156670 | | Sociology | SOCIOLOGY | SOC ST, SOC SCI, SOCIOL |
| 156795 | AP | AP U.S. Government and Politics | AP-US GOVPOL | SOC ST, SOC SCI, AM HST |
| 156295 | AP | AP United States History | AP-US HIST | SOC ST, SOC SCI, AM HST |
| 156663 | | World History | WORLD HIST | SOC ST, SOC SCI, WD HST |
| 156395 | AP | AP World History: Modern | AP-WORLD HIS | SOC ST, SOC SCI, WD HST |
| 156672 | | World Religions | WLD RELGNS | SOC ST, SOC SCI |
| 156793 | IB | IB World Religions | IB-WLD RELGS | SOC ST, SOC SCI |

| 15 – Social Studies | | | | |
|---|--------------------------------|--|---------------------|---|
| Course Code | Approved AP/IB | Course Name | Abbreviation | Certificate Required |
| 156763 | IB | IB World Studies Extended Essay | IB-WLD ST ES | SOC ST, SOC SCI, PSYCH |
| 156690 | | Other American History | O AM HIST | SOC ST, SOC SCI, AM HST, ELEM |
| 156660 | | Other History | O HISTORY | SOC ST, SOC SCI |
| 156699 | | Other Social Studies | O SOC STUD | SOC ST, SOC SCI, ELEM |
| 156698 | | Social Studies Departmental Duties | SOC S DEPT | SOC ST, SOC SCI at any grade level |
| 156697 | | Social Studies Supervisor | SOC S SUPV | SOC ST, SOC SCI at any grade level with Graduate Degree |
| 17 – Skilled Technical Sciences [Career Education] (Career education program area 08-04) | | | | |
| Course Code | CIP Code/ Follow-up | Course Name | Abbreviation | Certificate Required |
| 170701 | 50.0102 | 3D Modeling and Animation | 3D MOD ANIMT | DESKTOP PUB, COMM ART |
| 170100 | 47.0201 | Air Conditioning, Heating, Refrigeration | AIR-HEAT-R | HEAT ACR, HT AC REF REP |
| 170401 | 47.0607 | Aircraft Mechanics, Airframe | AIRCRAFT-A | AIRFRAME MECH |
| 170402 | 47.0608 | Aircraft Mechanics, Powerframe | AIRCRAFT-P | AIRCRAFT MECH |
| 170003 | 15.1701 | Alternative Energy | ALT ENERGY | CONST/BLDG TECH, ELECTRICIAN, HT AC REF REP |
| 170203 | 15.0101 | Architectural Design and Construction Technology | ARCH DSGN | ARCH TECH |
| 170301 | 47.0603 | Autobody/Collision and Repair Tech/Technician | AUTO BODY | AUTO BODY REP |
| 170302 | 47.0604 | Auto Mechanics | AUTO MECH | AUTO MECH, AUTO TECH |
| 170622 | 49.0104 | Aviation Management | AVIATION MGT | Approval by Career Education staff |
| 170207 | 15.0401 | Biomedical Engineering-Related Technology | BIO ENG TECH | BIO EQUIP TECH |
| 171101 | 46.0401 | Building Maintenance | BLDG MAINT | BLDG MAINT |
| 173600 | 48.0703 | Cabinet Making and Millwork | CAB-MILLWK | CABINET MAKER |
| 171001 | 46.0201 | Carpentry | CARPENTRY | CARPENTRY, CONST/BLDG TECH |
| 171301 | 45.0702 | Cartography | CARTOGRAPHY | CART |
| 170201 | 15.0201 | Civil Engineering | CIVIL ENG | CIVIL TECH |
| 170700 | 50.0402 | Commercial Art Occupations | COM ART OC | COMM ART |
| 170900 | 50.0406 | Commercial Photography Occupations | CM PHTG OC | COMM PHOT |
| 170102 | 10.0105 | Communications Electronics | COMM ELECT | SYS INS & RPR |
| 170104 | 47.0104 | Computer Installer and Repairer | COMP IN | ELEC-ELCTRN GEN, COMP INST & RPR, COMP/MAINT TECH |
| 173101 | 15.1202 | Computer Servicing Technology | COMP SERV | COMP/MAINT TECH, COMP SER TECH, ELEC-ELECTRN GEN, COMP INST & RPR |
| 170903 | No follow-up | Connections to Technical Careers | CTC | Approval by Career Education staff |
| 170609 | 46.0000 | Construction Technology | CONSTR TEC | CONST/BLDG TECH, CARPENTRY |
| 170613 | 43.0107 | Criminal Justice Technology | CRIM JUST | ENF/POLICE SCI |
| 171100 | 46.0401 | Custodial Services | CUSTODL SV | HOUSING & HOME, HOM SER WRK/MGR, BLDG MAINT |
| 171200 | 47.0605 | Diesel Mechanics | DIESEL MECH | DIESEL MECH |
| 171300 | 15.1301 | Drafting and Design Technology | DRAFT-DSGN | ARCH TECH, DRAFTING/GEN, IND DESIGN |
| 170206 | 15.0303 | Electrical, Electronic and Communications Engineering Technology | ELEC TECH | ELECTRONIC TECH |
| 171501 | 47.0101 | Electrical and Electronics Equipment Repair, General | ELEC EQ RP | ELECTRONIC TECH, COMP/MAINT TECH, ELEC-ELCTRN GEN, SYS INS & RPR, IND ELECTRONICS |

| 17 – Skilled Technical Sciences [Career Education] (Career education program area 08-04) | | | | |
|---|--------------------------------|--|---------------------|--|
| Course Code | CIP Code/ Follow-up | Course Name | Abbreviation | Certificate Required |
| 171400 | 46.0301 | Electrical and Power Transmission Installation/ Installer | ELEC POW | ELECT/TRANS GEN, ELECTRICIAN |
| 171002 | 46.0302 | Electrician | ELECTRICN | ELECTRICIAN |
| 170208 | 15.0403 | Electromechanical Technology | ELMEC TECH | ELECTROMECH TECH |
| 172801 | 43.0201 | Fire Control and Safety Technology | FIRE CONTL | FIRE & SAF TECH, FIRE SCI/FTING |
| 172803 | 43.0203 | Fire Science and Firefighting | FIREFIGHT | FIRE & SAF TECH, FIRE SCI/FTING, EMER MED TECH |
| 173601 | 46.0413 | Floor Layers | FLOORLAYERS | CONST/BLDG TECH |
| 170904 | No follow-up | Foundations of Technical Careers | FTC | Approval by Career Education staff |
| 171900 | 10.0305 | Graphic Arts Occupations | GRPH AR OC | GRA-PRT EQP GEN, GRS-PRT EQP GEN, DESKTOP PUB, GRS-PRT EQP OTH, COMM ART |
| 170616 | 47.0302 | Heavy Equipment Maintenance and Repairer | HVY EQ MNT | HVY EQUIP MAINT |
| 170623 | 15.0612 | Industrial Design | IND DES | IND DESIGN |
| 171500 | 47.0105 | Industrial Electronics | IND ELECTR | ELECTRONIC TECH, IND TECH, ELEC- ELCTRN GEN, IND ELECTRONICS |
| 170103 | 47.0303 | Industrial Equipment Maintenance Repair | IND EQ RPR | IND MACH MAINT, INDUS EQUIP RPR |
| 170602 | 15.0613 | Industrial/Manufacturing Technology/ Technician | IN MAN TC | IND/MANUF TECH, IND TECH |
| 170603 | 48.0509 | Ironworking/Ironworker | IRONWORKER | IRONWORKER |
| 170212 | 15.0304 | Laser and Optical Technology/Technician | LAS TECH | LASER OPT TECH |
| 172802 | 43.0107 | Law Enforcement Training | LAW ENF TR | ENF/POLICE SCI |
| 172302 | 48.0501 | Machinist | MACHINIST | MACHINIST |
| 172310 | 15.0613 | Manufacturing Technology/Technical | MAN TC | ROBOTICS, IND/MANUF TECH, MANUF TECH |
| 172200 | 47.0616 | Marine Maintenance | MARINE MNT | MARINE MAINT |
| 171004 | 46.0101 | Masonry | MASONRY | MASONRY |
| 172399 | 48.0511 | Metal Fabrication | METAL FAB | MACHINIST, WELDER, METAL FAB |
| 170303 | 47.0611 | Motorcycle Mechanics and Repair | MTR CYCLE | MOTORCYCLE MACH |
| 170305 | 46.0408 | Painter and Wallcoverer | PAINTER | PNTR-WALLCOVER |
| 171007 | 46.0502 | Pipefitting | PIPFT | PIPEFIT, PLUMBER |
| 171008 | 46.0503 | Plumbing | PLMB | PLUMBER |
| 170108 | 10.0202 | Radio and Television Broadcasting Technology/ Technician | RTV BCAST | RADIO/TV BRDCST |
| 170210 | 15.0405 | Robotics Technology | ROBO TECH | ROBOTICS |
| 172305 | 48.0506 | Sheet Metal | SHEET MTL | SHEET METAL |
| 173100 | 47.0606 | Small Engine Repair | SM ENG RPR | SMALL ENG REP |
| 170090 | No follow-up | Trade and Industrial Supervised Employment | SUPV T&I EMP | All T & I certificates valid for course |
| 170399 | 47.0600 | Vehicle and Mobile Equipment Mechanics, General | VEH-MOB EQ | AUTO MECH, VEH-MOB MECH OT |
| 170902 | 15.0506 | Water Quality and Wastewater Treatment Management and Recycling Technology/ Technician | WTR QLTY | Experience in the occupation of Water Quality and/or Wastewater Treatment Management and Recycling |
| 172306 | 48.0508 | Welding Technology | WELD TECH | WELDER |

| 19 – Special Education | | | | |
|---|--|---|---------------------|---|
| Course Code | | Course Name | Abbreviation | Certificate Required |
| 198600 | | Case Management of IEPs | CASE MGMT | Any Special Ed certificate at appropriate grade level |
| 195700 | | Community-Based Instruction | COMM BASED | Any Special Ed certificate at appropriate grade level, except SLP |
| 193000 | | Consult with Gen/Spec Ed | CONSULT | Any Special Ed certificate at appropriate grade level |
| 195610 | | Dep. Instr. Communication Arts | DI CA | Any Special Ed certificate at appropriate grade level, except SLP |
| 195620 | | Dep. Instr. Mathematics | DI MATH | Any Special Ed certificate at appropriate grade level, except SLP |
| 195630 | | Dep. Instr. Science | DI SCIENCE | Any Special Ed certificate at appropriate grade level, except SLP |
| 195640 | | Dep. Instr. Social Studies | DI SOC STU | Any Special Ed certificate at appropriate grade level, except SLP |
| 195400 | | Direct Service/Inst. ECSE | DSI ECSE | ECSE |
| 195200 | | Direct Service/Inst. Hearing Impaired | DSI HI | HI Certification |
| 195300 | | Direct Service/Inst. Severe Dev. Delay | DSI SDD | Any Special Ed certificate at appropriate grade level, except SLP |
| 195000 | | Direct Service/Inst. Spec Ed Core | DSI SECORE | Any Special Ed certificate at appropriate grade level, except SLP |
| 195010 | | Direct Service/Inst. Spec Ed Non-Core | DSI SENC | Any Special Ed certificate at appropriate grade level, except SLP |
| 195500 | | Direct Service/Inst. Speech/Lang Path | DSI SLP | SLP Certificate, Professional Registry, or Approved Imp. |
| 195100 | | Direct Service/Inst. Visually Impaired | DSI VI | VI Certification |
| 192000 | | Extended School Year | E S Y | Any Special Ed certificate at appropriate grade level |
| 193100 | | Testing | TESTING | Any Special Ed certificate at appropriate grade level |
| 195800 | | Work Experience Instruction | WORK EXP | Any Special Ed certificate at appropriate grade level, except SLP |
| 88 – Non-Teaching Assignments [Certificates must be at proper grade level unless otherwise noted]. For non-teaching assignments (88xxxx) the third digit from the left generally matches the first digit of the position code, e.g., assignment 885200 and position code 50. These assignments are listed per position code and then in numerical order. | | | | |
| Course Code | | Course Name | Abbreviation | Certificate Required |
| 880000 | | Supplemental Assignment | SUPPL ASGN | Any certificate at any grade level |
| 880010 | | Contracted Services | CNTRSRVS | Any certificate at any grade level |
| 880020 | | School Age Community/After School | SACAS | None |
| 880030 | | Teaching Methods Coach (not content specific) | TE MET COACH | Any certificate at appropriate grade level |
| 881000 | | Superintendent | SUPT | SUPT |
| 881100 | | Assistant Superintendent | ASST SUPT | Any certificate at any grade level with Graduate Degree |
| 881300 | | Administrative Assistant | ADM ASST | Any certificate at any grade level with Graduate Degree |
| 881400 | | Curriculum Coordinator | CURR COORD | Any certificate at any grade level with Graduate Degree |
| 881500 | | Instructional Assistant | INSTR ASST | SUPT, any PRIN |
| 881600 | | Director of Secondary Education | DIR SEC ED | SUPT, HS PRIN |
| 881700 | | Federal Programs Coordinator | FED PRO COORD | Any certificate at any grade level |

| 88 – Non-Teaching Assignments [Certificates must be at proper grade level unless otherwise noted]. For non-teaching assignments (88xxxx) the third digit from the left generally matches the first digit of the position code, e.g., assignment 885200 and position code 50. These assignments are listed per position code and then in numerical order. | | | | |
|---|--|---------------------------------------|---------------------|--|
| Course Code | | Course Name | Abbreviation | Certificate Required |
| 881750 | | Homeless Liaison | HMLESS LIASI | Any certificate at any grade level or Social Work Degree |
| 881800 | | Career Education Administrator | VOC ADM | VOC DIR, VOC SPEC |
| 881900 | | Special Education Administrator | SP ED ADM | SPEC ED ADMIN |
| 882000 | | High School Principal | HS PRIN | HS PRIN, SCHOOL LEADER |
| 882100 | | Assistant High School Principal | A HS PRIN | HS PRIN, SCHOOL LEADER |
| 882200 | | Junior High Principal | JH PRIN | HS PRIN, SCHOOL LEADER |
| 882300 | | Assistant Junior High Principal | A JH PRIN | HS PRIN, SCHOOL LEADER |
| 882400 | | Middle School Principal | MS PRIN | Any PRIN, SCHOOL LEADER |
| 882500 | | Assistant Middle School Principal | A MS PRIN | Any PRIN, SCHOOL LEADER |
| 882600 | | Elementary Principal | EL PRIN | ELEM PRIN, SCHOOL LEADER |
| 882700 | | Assistant Elementary Principal | A EL PRIN | ELEM PRIN, SCHOOL LEADER |
| 882800 | | Director of Elementary Education | DIR EL ED | SUPT, ELEM PRIN |
| 883000 | | High School Supervisor | HS SUPV | Any certificate at appropriate grade level with Graduate Degree |
| 883010 | | Single Parent/Homemaker Coordinator | S PAR COOR | GUID, VOC SUPV, VOC DIR, PSYCH or any Vocational teaching certificate with Graduate Degree |
| 883020 | | Career Education Supervisor | VOC SUPV | VOC DIR, VOC SUPV, VOC SPEC |
| 883100 | | A+ Coordinator | A+ COOR | Secondary teaching or administrative certificate |
| 883110 | | Service Learning Coordinator | SRV LRN CO | None |
| 883200 | | Junior High Supervisor | JH SUPV | Any certificate at appropriate grade level with Graduate Degree |
| 883400 | | Middle School Supervisor | MS SUPV | Any certificate at appropriate grade level with Graduate Degree |
| 883600 | | Elementary Supervisor | EL SUPV | Any certificate at appropriate grade level with Graduate Degree |
| 883800 | | Special Education Process Coordinator | PROC COORD | Any Special Ed certificate |
| 883900 | | General Supervisor | GEN SUPV | Any certificate at appropriate grade level with Graduate Degree |
| 884000 | | High School Librarian | HS LIB | LIB, LIB MED SPEC |
| 884097 | | Library Supervisor | LIB SUPV | LIB or LIB MED SPEC at any grade level with Graduate Degree |
| 884098 | | Librarian Departmental Duties | LIB DEPT | LIB, LIB MED SPEC |
| 884100 | | Learning Resource Director | LRN RS DIR | LRN RS DIR, LIB MED SPEC |
| 884200 | | Junior High Librarian | JH LIB | LIB, LIB MED SPEC |
| 884400 | | Middle School Librarian | MS LIB | LIB, LIB MED SPEC |
| 884600 | | Elementary Librarian | EL LIB | LIB, LIB MED SPEC |
| 884700 | | Instructional Media Technologist | IN MED TEC | IN MED TECH |
| 884800 | | Technology Director | IN TEC DIR | Any certificate at any grade level |
| 885000 | | High School Counselor | HS GUID | COUNS |
| 885010 | | Vocational Special Needs Guidance | VO SN GUID | COUNS |
| 885020 | | Vocational Placement Coordinator | VO PL SPEC | COUNS or any VOC cert. |
| 885040 | | Vocational Evaluator | VOC EVAL | COUNS, VOC EVAL (special certificate) |
| 885050 | | Sex-Bias Counselor | SEX BIAS | COUNS |
| 885060 | | Single Parent/Homemaker Counselor | S PAR CNSL | COUNS |
| 885097 | | School Counseling Supervisor | GUID SUPV | COUNS at any grade level with Graduate Degree |
| 885098 | | School Counseling Departmental Duties | GUID DEPT | COUNS at any grade level |
| 885200 | | Junior High School Counselor | JH GUID | COUNS at any grade level |

| 88 – Non-Teaching Assignments [Certificates must be at proper grade level unless otherwise noted]. For non-teaching assignments (88xxxx) the third digit from the left generally matches the first digit of the position code, e.g., assignment 885200 and position code 50. These assignments are listed per position code and then in numerical order. | | | |
|---|--|---------------------|---|
| Course Code | Course Name | Abbreviation | Certificate Required |
| 885400 | Middle School Counselor | MS GUID | COUNS at any grade level |
| 885600 | Elementary School Counselor | EL GUID | COUNS |
| 887000 | School Psychological Examiner | S P E | SPE |
| 887200 | School Psychologist | SCH PSYCH | SCHL PSYCH or License issued by the Division of Professional Registration |
| 887400 | School Social Worker | SCH SOC WK | Social Work Degree |
| 887600 | School Nurse | SCH NURSE | RN licensed by State Board of Nursing |
| 887700 | Applied Behavior Analysis | ABA | SUPV APPROVAL |
| 887800 | Parent Educator | PARENT ED | (See Exhibit 8) |
| 887897 | Parents as Teachers Supervisor | PAT SUPV | Parent Educator, teaching, or administrative certificate |
| 887900 | Other Pupil Personnel | OTH P PER | According to duties |
| 887910 | School Resource Officer | SCH RES OFF | School Resource Officer/Law Enforcement Training |
| 888100 | Teacher Clerk | TEA CLERK | None (Needs HS diploma) |
| 888200 | Paraprofessional (Teacher Assistant) | PARAPRO | None (Needs 60 college hours or passed Paraprofessional Assessment or completed the 20HR Substitute Certificate Course) |
| 888300 | Career Education Teacher Aide | VOC T AIDE | None (Needs 60 college hours or approval by Career Education Special Needs) |
| 888400 | Administrative Clerk (Federal Programs – Clerk to Coordinator) | ADM CLERK | None |
| 888500 | Technology Technician/Network Specialist | TEC/NET SP | None |
| 889000 | Speech/Language Pathology | SP PATH | SPCH/LANG PATH certification or listed on professional registry |
| 889100 | Audiologist | AUDIOL | License issued by MO Board of Healing Arts |
| 889200 | Educational Diagnostician | DIAGNOS | SPE, COUNS, SCH PSYCH, any Special Education certificate with Graduate Degree |
| 889300 | Occupational Therapist | OCC THERP | License issued by MO Board of Occupational Therapy |
| 889400 | Physical Therapist | PHYS THERP | License issued by MO Board of Healing Arts |
| 889500 | Orientation and Mobility Specialist | MOBIL SPEC | ACVRep |
| 889600 | Interpreter for Deaf | INTRP-DEAF | Licensed by Division of Professional Registration and certified by the Commission for the Deaf |
| 889650 | Language Translator | LANG TRANS | None |
| 889700 | School/Home Coordinator | S-H COORD | Appropriate experience and/or training |
| 889900 | Vocational Adjustment/Work Experience Coordinator | VAC/WEC | Approval by Division of Vocational Rehabilitation |
| 99 – Miscellaneous (Certificates must be at proper grade level unless otherwise noted) | | | |
| Course Code | Course Name | Abbreviation | Certificate Required |
| 996001 | Academic Program, Off-Campus | ACAD OFF-C | Certification in subject area |
| 996000 | Academic Program, Related On-Campus Instruction | ACAD ON-C | Certification in subject area |
| 994025 | ACT/SAT Preparation | ACT-SAT | Any certificate at appropriate grade level |
| 990099 | Advisor/Homeroom | ADV/HMRM | Any certificate at any grade level |
| 999920 | Allied Arts | ALLIED ART | ALLIED ARTS, ART, V MUS, IN MUS |
| 994210 | At Risk | AT RISK | Any certificate at any grade level |
| 999940 | Audiovisual | AUD-VISUAL | IN MED TECH, LIB, LRN RS DIR, LIB MED SPEC |
| 994015 | Basic Skills (Vocational) | VOC BAS SK | ELEM, any MIDDLE SCHOOL, MATH 7-12, ENG 7-12, LRN DS, MEN RT, MEN HAND |

| 99 – Miscellaneous (Certificates must be at proper grade level unless otherwise noted) | | | | |
|---|-----------------------|---|---------------------|---|
| Course Code | Approved AP/IB | Course Name | Abbreviation | Certificate Required |
| 999915 | | Cadet Teaching | CADET TEA | Any certificate at the appropriate grade level (position code 10-60, may be reported with 0 mins.) |
| 995050 | | Career Education | CAREER ED | COUNS, PROF COUNS |
| 996300 | | Career Education Preparation | VOC PREP | IND ARTS, VOC PREP or any Career Education certificate |
| 995030 | | Career Education Resource Educator | VRE | COUNS, IND ARTS, any Special Education teaching certificate or any Career Education teaching certificate with BACC Degree |
| 996800 | | Career Education Supplemental Teaching Assignment | VO SPL TEA | IND ARTS or any HS Career Education teaching certificate |
| 997001 | | Career Exploration Program, Off-Campus | C EX OFF-C | Any certificate at appropriate grade level |
| 997000 | | Career Exploration Program, Related On-Campus Instruction | C EX ON-C | Any certificate at appropriate grade level |
| 994023 | | Character Education | CHAR EDUC | Any certificate at appropriate grade level |
| 991015 | | Community Service | COMMUN SER | Any certificate at appropriate grade level |
| 992015 | | Computer Lab | COMPUTER LAB | Any certificate at appropriate grade level (position code 60) |
| 991100 | | Computer Literacy | COMPUTER LIT | Any certificate at appropriate grade level |
| 991105 | | Computer Science | COMPUTER SCI | Any certificate at appropriate grade level |
| 991093 | IB | IB Computer Science | IB-CMPTR SCI | Any certificate at appropriate grade level |
| 991195 | AP | AP Computer Science A | AP-CMPR SC A | Any certificate at appropriate grade level |
| 991196 | AP | AP Computer Science: Principles | AP-CMPR SC P | Any certificate at appropriate grade level |
| 991193 | IB | IB Computing Studies | IB-COMPU STU | Any certificate at appropriate grade level |
| 991198 | | Computer Departmental Duties | COMPUTR DPT | Any certificate at any grade level |
| 991197 | | Computer Supervisor | COMPUTR SUPV | Any certificate at any grade level with Graduate Degree |
| 991013 | IB | IB Creativity, Action, Service | IB-CR AC SER | Any certificate at appropriate grade level |
| 999925 | | Dance | DANCE | DANCE (special certificate) |
| 999923 | IB | IB Dance | IB-DANCE | DANCE (special certificate) |
| 990300 | | Design Thinking | DESIGN THKNG | Any certificate for grade levels 9-12 |
| 992020 | | Elementary Library Time | EL LIB TIME | Any certificate at appropriate grade level (position code 40 or 60) |
| 991010 | | Exploratory & Enrichment | EXP-ENRICH | Any certificate at appropriate grade level |
| 990808 | | Gifted | GIFTED | GIFTED if state-approved program |
| 990898 | | Gifted Departmental Duties | GIFTED DEPT | GIFTED at any grade level if state-approved program |
| 990897 | | Gifted Supervisor | GIFTED SUPV | GIFTED at any grade level with Graduate Degree if state-approved program |
| 998800 | | In-School Suspension | I-S SUSPEN | Any certificate at any grade level – excluding PK-3 |
| 991293 | IB | IB Information Technology in a Global Society | IB-INFO TECH | Any certificate at appropriate grade level |
| 993000 | | Junior ROTC | JR ROTC | ROTC |
| 999930 | | Library Science | LIB SCI | LIB, LIB MED SPEC |
| 994020 | | Life Skills | LIFE SKILL | Any certificate at appropriate grade level |
| 994300 | | Missouri Option | MO OP | Any certificate at any grade level |
| 996002 | | Off-Campus, School Flex Program | SCHOOL FLEX | Any certificate at appropriate grade level |
| 990393 | IB | IB Organizational Studies | IB-ORGNZ STU | Any certificate at appropriate grade level |
| 999914 | | Pathways to the Teaching Profession | TEACH PATHWY | Any certificate at appropriate grade level (position code 60) |

| 99 – Miscellaneous (Certificates must be at proper grade level unless otherwise noted) | | | | |
|---|-----------------------|-------------------------------|---------------------|--|
| Course Code | Approved AP/IB | Course Name | Abbreviation | Certificate Required |
| 992010 | | Peer Tutoring | PEER TUTOR | Any certificate at appropriate grade level (position code 10-60, may be reported with 0 minutes) |
| 996400 | | Personal Finance | PERS FIN | Any certificate at appropriate grade level |
| 990100 | | Philosophy | PHILOSOPHY | Any certificate at appropriate grade level |
| 990193 | IB | IB Philosophy | IB-PHILOSPHY | Any certificate at appropriate grade level |
| 990000 | | Planning Time | PLAN TIME | None |
| 993098 | | ROTC Departmental Duties | ROTC DEPT | ROTC |
| 993097 | | ROTC Supervisor | ROTC SUPV | ROTC |
| 991295 | AP | AP Seminar | AP-SEMINAR | Any certificate at appropriate grade level |
| 991296 | AP | AP Research | AP-RESEARCH | Any certificate at appropriate grade level |
| 992000 | | Student Aide | STUDENT AIDE | Any certificate at appropriate grade level (position code 10-60, may be reported with 0 minutes) |
| 999999 | | Study Hall | STUDY HALL | Any certificate at any grade level |
| 994012 | | Study Skills | STDY SKILL | Any certificate at appropriate grade level |
| 990293 | IB | IB Theory of Knowledge | IB-THRY KNOL | Any certificate at appropriate grade level |
| 990088 | | Travel Time Between Buildings | TRAV TIME | None |

**Exhibit 11 – SEQ-Sequence Number
(Screens 20 and 22)**

The Sequence Number is a number 0 through 4 (not Roman numerals) that identifies courses taught at more than one level, for example, Language Arts 1, 2, 3; Spanish 1, 2, 3 and 4. If a course is offered at more than one level, it is essential that the proper sequence number be entered for each high school course. Elementary and middle schools should not use sequence numbers.

If only one level of course content is offered the SEQ number should be left as “0.”

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**Exhibit 12 – Grade Level Codes-Course and Assignment
(Screens 20 and 24)**

| <u>Code</u> | <u>Description</u> |
|--------------------|---|
| IT | Infant/Toddler |
| PK | 3- and 4-year-olds |
| K | Kindergarten |
| 01-12 | Grades 1-12 (Use one specific grade level.) |
| 13 | High School (Grades 9-12 typically, but use also for non-teaching positions such as principals when grades 7 and 8 are included in high school building.) |
| 14 | Junior High or Middle School (Any combination that includes <u>only</u> grades 7-9.)* |
| 15 | Middle School or Junior High (Any combination that includes <u>only</u> grades 4-8.) |
| 16 | Elementary (Any combination that includes <u>only</u> grades K-8.) |
| 17 | Any combination of grades K-12 that includes a greater grade span than those included in 13 through 16 above. Grade 17 is typically used for superintendents, nurses, etc., and is usually reported in building 1000. |
| 18 | Elementary (Any combination that includes <u>only</u> grades PK-3.) |

The grade displayed on Screen 20 – Course & Assignment and on Screen 24 – Summer School Courses & Enrollment is the grade level at which the curriculum for the specific course is designed to be taught. The grade level should reflect the grade at which the course curriculum is offered, not necessarily describe the students in the classroom. For example if General Science is offered as a ninth grade class, it should be reported as grade nine even though some 10th and 11th grade students may be in the classroom. Conversely, a Physics class offered as a junior level (or third high school year) course should be coded grade 11 (not grade 13) even though the class contains advanced standing freshmen and/or sophomores.

*Career Education Exploratory Family and Consumer Sciences (FACS) courses offered to ninth grade students should be reported under the career education assignment if the district has an approved FACS program. Seventh and eighth grade students taking exploratory FACS courses should be reported under the non-career education assignment.

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**Exhibit 13 – Program Code
(Screen 20)**

The course program code should designate the funding source in which staff are being paid.

| <u>Code</u> | <u>Program Name</u> |
|--------------------|---|
| 00 | Nonfunded (Used with district-funded [not state or federally assisted] Career Education, Non-State Approved Gifted, and Supplemental Programs and with general and pre-career education Family and Consumer Sciences classes) |
| 01 | Career Education |
| 02 | Career Education Special Needs (Disadvantaged and Handicapped) |
| 03 | Title I.A (ESEA) – Improving the Academic Achievement of the Disadvantaged |
| 04 | Title I.C (ESEA) – Education of Migratory Children |
| 06 | Special Education – K-12 and kindergarten eligible children remaining in Early Childhood Special Education |
| 07 | Early Childhood Development Act – Early Childhood/Parent Education |
| 08 | State-Approved Gifted (Use course code 990808) |
| 09 | Special Education – Fiscal agent services provided to other districts |
| 10 | Title IV.A (ESEA) – Student Support and Academic Enrichment |
| 13 | Consolidated Schoolwide Pool – Federal, State, & Local Funds |
| 14 | McKinney-Vento Act (Homeless Education) – (ESEA) |
| 16 | Juvenile Detention Center |
| 17 | Early Childhood Special Education – 3- and 4-year-olds (and 5 Pre-K) |
| 19 | Special Education – Participating district services provided by another district/co-op or contracted services |
| 20 | Title II.A (ESEA) – Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders |
| 21 | Federal Programs Administrative Pool – (ESEA) |
| 25 | Child Care Development Fund (CCDF)/School Age Community |
| 27 | Missouri Preschool Projects (MPP) |

| <u>Code</u> | <u>Program Name</u> |
|--------------------|---|
| 29 | Title III (ESEA) – English Learner – English Language Acquisition, Language Enhancement, and Academic Achievement Grant |
| 30 | Title V.B, Subpart 1 (ESEA) – Small, Rural School Achievement Program (REAP) |
| 31 | Title V.B, Subpart 2 (ESEA) – Rural and Low-Income School Program (RLIS) |
| 34 | Charter Schools – Federally-funded |
| 35 | Missouri Option Program |
| 36 | Refugee Children School Impact Program |
| 37 | Title I.D (ESEA) – Delinquent Institution – Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk |
| 39 | Title III (ESEA) – Immigrant – English Language Acquisition, Language Enhancement, and Academic Achievement Grant |
| 44 | Comprehensive Schools – Title I School Improvement (ESEA) |
| 51 | Early Learning Blended Funding |

Exhibit 14 – Delivery System (Screen 20)

Delivery System (DS) provides additional detail about educators' assignments.

| Code | Delivery System | Description | Exhibit(s) |
|------|---|--|------------|
| AE | After School, Every Day | School Age Community/Afterschool services provided after school, every day. | 29 |
| AS | After School, Some Days | School Age Community/Afterschool services provided after school, some days. | 29 |
| BE | Before School, Every Day | School Age Community/Afterschool services provided before school, every day. | 29 |
| BS | Before School, Some Days | School Age Community/Afterschool services provided before school, some days. | 29 |
| BI | Behavior Intervention | Educators that provide comprehensive behavior support services, consultation, and staff training. | 15 |
| PU | Pull Out | Students pulled from regular classroom for supplemental instruction. <i>(Not used for Special Education personnel.)</i> | 15 |
| CO | Co-Teaching | Instruction provided by two teachers in a regular education classroom, one of whom is a special education teacher. | |
| EC | Embedded Credit | Credit awarded for mastery of course competencies from one subject that are incorporated into course content of another class. | |
| EL | Early Literacy/Small Group Intervention Instruction | Tier II and III intervention for struggling readers provided by a Reading Recovery/Early Literacy teacher. | 15 |
| H | Before or After School Services | Services that are provided before or after school. | 15 |
| IC | Instructional Coach | Educators that provide assistance to teachers to improve instruction. | 15 |
| IG | Individual/Small Group | Instruction provided to single student or small group of students on resource/supplemental basis. Instruction can be inside or outside of regular classroom. | |
| IH | Institution (Neglected) Instructional Services | Before or after school educational services for students in an institution for neglected youth. | 15 |
| IN | Early Childhood Special Education (ECSE) Integrated Classroom | ECSE classrooms that has both ECSE students and up to 50% non-disable peers. | 16 |
| J | Career Education Special Needs – Disabled | Career Education for students with disabilities (IDEA). | 23 |
| JH | Career Education Special Needs – Disabled | Career Education for students with disabilities (IDEA), before or after school. | 23 |
| K | Career Education Special Needs – Disadvantaged | Career Education for disadvantaged individuals with special needs. | 23 |

| Code | Delivery System | Description | Exhibit(s) |
|-------|---|--|------------|
| KH | Career Education Special Needs – Disadvantaged | Career Education for disadvantaged individuals with special needs, before or after school. | 23 |
| LI | Low Incidence Self-Contained | Special education teacher is responsible for the content of and provision of instruction to special education students in a setting primarily designed for low incidence disability categories, including multiple disabilities; deaf/blind; autism; physical, other health, visual, or hearing impairments. | 16 |
| NI | Neglected Institution – Instructional Services | Educational services for students in an institution for neglected youth. | 15 |
| PA | Personal Assistant | One-on-one aide assigned to assist with physical needs of a student. <i>(Not an instructional aide.)</i> | |
| PI | Push-In Instructional Method | Supplemental instruction provided in a regular classroom. <i>(Not used for Special Education personnel.)</i> | 15 |
| RR | Reading Recovery Teacher | Tier III intervention for struggling readers provided by a Reading Recovery teacher. | 15 |
| RT | Reading Recovery Teacher Leader | Reading Recovery educator that assist teachers to improve reading instruction. | 15 |
| S | Electronic Media Class | Electronically transmitted instruction (Internet, electronic textbook, DVD, etc.) supervised by a physically present teacher. | 34 |
| SC | Self-Contained – Special Education | Special education teacher is responsible for content of and provision of instruction to special education students in a setting removed from the regular education classroom. ECSE includes reverse mainstream models. | |
| ST | Science, Technology, Engineering, Mathematics (STEM) or Science, Technology, Engineering, Art and Mathematics (STEAM) | Educators that provide science, technology, engineering, mathematics (STEM) or science, technology, engineering, art, and mathematics (STEAM) integrated instruction. | 15 |
| V | Virtual Instruction | Electronically transmitted instruction (Internet, electronic textbook, DVD, etc.) in accordance with Section 162.1250, RSMo. Physical supervision by teacher not required. | 34 |
| VH | Virtual Before/After School | Electronically transmitted instruction (Internet, electronic textbook, DVD, etc.) in accordance with Section 162.1250, RSMo. Physical supervision by teacher not required. Services are provided before and/or after school. | |
| T0-T9 | Team Teaching – Leader | Leader of a team of teachers providing joint instruction within the same subject and group of students. Enrollment (student assignment) is reported only for the team leader. | 14A |

| Code | Delivery System | Description | Exhibit(s) |
|------|------------------------|---|------------|
| 0-9 | Team Teaching – Member | Additional members of a team of teachers providing joint instruction within the same subject and group of students. Enrollment (student assignment) is reported only for the team leader. | 14A |

Combined Classes

The combined class indicator is used to report classes of two or more different subjects or course sequence levels (or grade levels for self-contained elementary classes) that are taught during the same time period by the same teacher. Each set of combined classes is reported with the same combined class indicator number.

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Exhibit 14A – Embedded Credit and Team Teaching
(High School Only)

School districts may choose to embed competencies from one subject into another class and award credit to students for both the embedded content and the other subject. Because this involves an alternative method for granting credit, school districts choosing to offer embedded credit must notify the Office of Quality Schools at 573-751-4426 providing assurances that the embedded content is closely aligned to the subject in which the content will be taught, is aligned closely to the Missouri Learning Standards, and is rigorous in expectations. The district assurances must also include a plan for determining student competency for the embedded credit as well the acceptable level of student mastery for awarding credit.

When reporting embedded credit classes the Delivery System is reported as EC and the Minutes per Week are reported as 0 since no additional instructional time is being provided. Core academic classes offered through embedded credit are required to meet the same appropriate certification requirements as classes offered in a more traditional manner. Example 1 below illustrates this.

Example 1: Embedded Credit – Single Teacher

| Educator | Course | Course Name | Delivery System | Minutes | Comment | AC Requirement |
|------------|--------|-------------|-----------------|---------|-----------------------------------|-------------------------|
| Jones, Joe | 016741 | AGBUS MKT | | 265 | | Ag Certificate required |
| Jones, Joe | 115800 | MATH | EC | 0 | Math is embedded into Ag Business | Math Certificate |

Example 2: Embedded Credit – Team Teachers

| Educator | Course | Course Name | Delivery System | Minutes | Comment | AC Requirement |
|------------|--------|-------------|-----------------|---------|-----------------------------------|------------------------------------|
| Jones, Joe | 016741 | AGBUS MKT | T1 | 265 | | Ag Certificate required |
| Jones, Joe | 115800 | MATH | 2 | 0 | Math is embedded into Ag Business | Any certificate at any grade level |
| Smith, Sam | 016741 | AGBUS MKT | 1 | 0 | | Any certificate at any grade level |
| Smith, Sam | 115800 | MATH | T2 | 265 | Math is embedded into Ag Business | Math Certificate |

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Exhibit 15 – Reporting Guidelines for ESEA Federal Programs (Screens 18 and 20)

All federally-funded positions, whether certificated or non-certificated, are to be reported. This includes all assignments approved in applications, full- or part-time, during, or outside of school hours. All positions are to be reported according to what the staff person is actually doing. Public schools should report in MOSIS the Title I teachers providing services to students that attend nonpublic schools at other times. The teacher must be a public school employee during the time of this instruction and the public school district must have a job description for this teacher. Reported positions should not be different from what would be observed on site. Staff requirements outlined in Exhibit 15 must be followed for all ESEA paid staff.

Instructional minutes per week are reported for each class/assignment in the MOSIS October Course Assignment file. Teachers paid with federal funds are to have the same number of instructional and planning minutes as classroom staff.

Caseloads are reported for teachers paid with federal funds – except for class-size reduction and preschool teachers. Class-size reduction and preschool teachers should report student assignments. When a caseload is reported, student assignments are not reported. The caseload is the number of students served for each class/assignment. If a teacher is assigned more than one subject, each is listed as a separate assignment with the caseload for each assignment. Caseload or enrollment is reported in the MOSIS October Course Assignment file. **Note:** If course code 887900 (Other Pupil Personnel) is used, enter the specific job title in the Assignment Comment.

A teacher who is assisted by a paraprofessional should have the paraprofessional's name noted in the Assignment Comment in the October Course Assignment file. Accordingly, the teacher the paraprofessional is assisting should be entered in the Assignment Comment in the October Course Assignment file for the paraprofessional. **Remember:** *Do not report the educator's SSN in the Comment field, as the comment will be displayed in full on the Staff Assignment Report.* Paraprofessionals are coded the same way (course number, if applicable) as the teacher they are assisting. In a Title I building implementing a Schoolwide program, if an instructional paraprofessional is assisting several teachers of the same class/subject, i.e., all second grade teachers or all Supplemental Math teachers, only the teacher(s) of record that the paraprofessional reports directly to for each assignment needs to be noted in the Assignment Comment in the October Course Assignment file. Paraprofessionals do not have a caseload, therefore, no enrollment is reported. **Note:** Course code 888200 Paraprofessional (Teacher Assistant) should not be used for ESEA Federal Programs.

After-school tutoring is reported and is to be provided by a certificated teacher in small groups. The Extra Duty Salary amount is reported in October and may be revised at the end of the school year to reflect the correct amount. The appropriate course code (Supplemental English Language Arts/Reading/Math), the weekly minutes, the average weekly number of students, the program code to identify the funding source and the delivery system "H" for before or after-school tutoring are entered. The "H" delivery system will not increase the teacher's total instructional minutes. **Note:** Federal funds may not pay for tutoring to meet state guidelines/requirements as in Senate Bill 319.

Schoolwide Programs funded solely with Title I.A funds have data entered for supplemental teachers in the same way as in a Targeted Assistance program with the exception of caseload. The caseload in a Schoolwide program is an estimate of the number of students for each class/assignment the supplemental teacher works with during the week allowing for flexible grouping and interventions. If the building has met MSIP requirements for class size and a class-size reduction teacher is approved to be paid with Schoolwide funds, the class-size reduction teacher is entered as any other regular classroom teacher with the addition of program code 03 for

Schoolwide under Title I.A.

If a building's Schoolwide program is combining federal, state, and local funds into a Consolidated Schoolwide Pool, designate the teachers and staff paid from the Consolidated Schoolwide Pool with program code 13. Data for those staff are entered as described with the exception/addition of the program code.

Teachers and Paraprofessionals: Federal funds and payments may not be received for staff that are not appropriately certificated. All teachers in buildings receiving Title I funds must be appropriately certificated. The Staff Assignment Report will indicate if a teacher is appropriately certified for the assignment they are teaching.

All paraprofessionals paid with federal funds and all instructional paraprofessionals in a Schoolwide building must be qualified. Paraprofessionals must have a minimum of 60 semester hours of college credit with a certified transcript on file or have taken and passed the Paraprofessional or ParaPro Assessment or have completed the 20 hour online training course to be a substitute teacher. This information is reported in the October Cycle Educator Core Highest Degree field and will be verified during the monitoring process.

Clarification for MAP Coding: For MAP Assessment coding purposes in the April Cycle of MOSIS, all students are coded as Title I in a building designated as Schoolwide under Title I.A. This applies whether the program is funded only with Title I.A funds or funded through the Consolidated Schoolwide Pool. Students in a building with a targeted assistance program are coded as Title I if they are receiving direct services at the time of MAP testing.

In MOSIS, all students are coded as Title I in a building designated as Schoolwide under Title I.A. This applies whether the program is funded only with Title I.A funds or funded through the Consolidated Schoolwide Pool. Students in a building with a targeted assistance program are coded as Title I if they received direct Title I services at any time during the school year.

Please refer to the following chart when reporting information for all staff funded with ESEA programs. The chart indicates the allowable positions, grade levels, staff requirements, etc.; use the correct MOSIS/Core Data codes to enter information for the staff position.

| Exhibit 15 – Reporting Guidelines for ESEA Federal Programs | | | | | | |
|---|---------------------------------------|---------------------------|---------------------------|------------------------------|--------------------------|---|
| Course Number (Exhibit 10) | Programs and Position Titles | Program Code (Exhibit 13) | Position Code (Exhibit 3) | Delivery System (Exhibit 14) | Grade Level (Exhibit 12) | Staff Requirements/ Certificates |
| | Administrative Pool | | | | | |
| 881700 | Federal Program Coordinator(s) | 21 | 10 | -- | 17 | Any certificate at any grade level |
| 888400 | Administrative Clerk | 21 | 80 | -- | 17 | None |
| | Title I.A | | | | | |
| 054840 | Supplemental Reading Teacher | 03 | 60 | PU, PI, H | K-12 | Teaching certification and K-12 Special Reading certificate |
| 054840 | Supplemental Reading Paraprofessional | 03 | 80 | PU, PI | K-12 | 60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment |
| 054840 | Reading Recovery Teacher | 03 | 60 | RR | 1 | PK-3 or Elem. cert. or K-12 Special Reading certificate and Reading Recovery Training |
| 054840 | Reading Recovery Teacher Leader | 03 | 60 | RT | 1 | PK-3 or Elem. cert. or K-12 Special Reading certificate and Reading Recovery Training and Teacher Leader Training |

| Course Number (Exhibit 10) | Programs and Position Titles | Program Code (Exhibit 13) | Position Code (Exhibit 3) | Delivery System (Exhibit 14) | Grade Level (Exhibit 12) | Staff Requirements/Certificates |
|----------------------------|---|---------------------------|---------------------------|------------------------------|--------------------------|---|
| | Title I.A | | | | | |
| 054840 | Early Literacy Learning Teacher | 03 | 60 | EL | K-2 | PK-3 or Elem. certificate or K-12 Special Reading certificate and Reading Recovery Training and Early Literacy Training |
| 054890 | Family Literacy Facilitator | 03 | 90 | -- | 17 | Appropriate training and/or experience |
| 054891 | Supplemental English Language Arts Teacher | 03 | 60 | PU, PI, H | K-12 | Appropriate grade level and subject area certification |
| 054891 | Supplemental English Language Arts Paraprofessional | 03 | 80 | PU, PI | K-12 | 60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment |
| 115891 | Supplemental Math Teacher | 03 | 60 | PU, PI, H | K-12 | Appropriate grade level and subject area certification |
| 115891 | Supplemental Math Paraprofessional | 03 | 80 | PU, PI | K-12 | 60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment |
| 135000 | Supplemental Science Teacher | 03 | 60 | PU, PI, H | K-12 | Appropriate grade level and subject area certification |
| 135000 | Supplemental Science Paraprofessional | 03 | 80 | PU, PI | K-12 | 60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment |
| ---- | Preschool Teacher | 03 | 60 | -- | PK | Early Childhood Education or Early Childhood Special Education (ECSE) |
| ---- | Preschool Teacher Home Visit | 03 | 60 | -- | PK | Early Childhood Education or Early Childhood Special Education (ECSE) |
| ---- | Preschool Paraprofessional | 03 | 80 | -- | PK | 60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment |
| 889700 | School/Home Coordinator | 03 | 90 | -- | PK-12 | Appropriate experience and/or training |
| 889650 | Language Translator | 03 | 90 | PU, PI, H | PK-12 | Fluent in English and in translated language |
| 054841 | Reading Coach | 03 | 60 | IC | K-12 | Teaching certification and K-12 Special Reading certificate |
| 054891 | English Language Arts Coach | 03 | 60 | IC | K-12 | Appropriate grade level and subject area certification |
| 115800 | Math Coach | 03 | 60 | IC | K-12 | Appropriate grade level and subject area certification |
| 135000 | Science Coach | 03 | 60 | IC | K-12 | Appropriate grade level and subject area certification |
| 880030 | Teaching Methods Coach | 03 | 60 | IC | PK-12 | Any certificate at the appropriate grade level |
| 881750 | Homeless Liaison | 03 | 10 | -- | 17 | Any certificate at any grade level or Social Work Degree |
| 887600 | Nurse | 03 | 70 | -- | 17 | Licensed RN |
| 887400 | Social Worker | 03 | 70 | -- | 17 | Social Work Degree |
| 990808 | Gifted Teacher | 03 | 60 | PU | 17 | Gifted |
| See Exhibit 10 | Guidance Counselor (Exceeds MSIP standards) | 03 | 50 | -- | K-12 | Proper Counselor certificate |
| 887900 | Behavior Intervention Specialist | 03 | 70 | BI | K-12 | Any certificate at the appropriate grade level or school psychology, or social work degree |

| Course Number (Exhibit 10) | Programs and Position Titles | Program Code (Exhibit 13) | Position Code (Exhibit 3) | Delivery System (Exhibit 14) | Grade Level (Exhibit 12) | Staff Requirements/ Certificates |
|-------------------------------|---|------------------------------|------------------------------|---------------------------------|-----------------------------|--|
| | Title I.A | | | | | |
| 054865 | Supplemental ESOL Teacher | 03 | 60 | See Exhibit 14 | K-12 | ESOL |
| 054865 | Supplemental ESOL Paraprofessional | 03 | 80 | See Exhibit 14 | K-12 | 60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment |
| | Schoolwide Program | | | | | |
| | All positions supported by the needs assessment and schoolwide plan | 03 | | | | |
| See Exhibit 10 | Class-size Reduction Teacher (Exceeds MSIP standards) | 03 | 60 | -- | K-12 | Appropriate grade level and subject area certification |
| | Consolidated Schoolwide Pool (Federal, State, & Local funds combined) | | | | | |
| See Exhibit 10 | All staff positions to be paid from Pool | 13 | See Exhibit 3 | See Exhibit 14 | See Exhibit 12 | See Exhibit 10 |
| | School Improvement Grants 1003 (g) - (SIG) | | | | | |
| | All positions, listed under Title I.A | 43 | | | | |
| 883900 | Turnaround Officer/General Supervisor | 43 | 30 | -- | 17 | Any certificate at any grade level w/ Graduate Degree |
| See Exhibit 10 | Class-size Reduction Teacher (Exceeds MSIP standards) | 43 | 60 | -- | K-12 | Appropriate grade level and subject area certification |
| See Exhibit 10 | Guidance Counselor (Exceeds MSIP standards) | 43 | 50 | -- | K-12 | Proper Counselor certificate |
| 054890 | Family Literacy Facilitator | 43 | 90 | -- | 17 | Appropriate training and/or experience |
| 887900 | Intervention Specialist/ Positive Behavior Support Specialist | 43 | 70 | -- | 17 | Any certificate at the appropriate grade level or school psychology, or social work degree |
| | Title I School Improvement (a) | | | | | |
| | All positions, listed under Title I.A | 44 | | | | |
| 883900 | Turnaround Officer/General Supervisor | 44 | 30 | -- | 17 | Any certificate at any grade level w/ Graduate Degree |
| See Exhibit 10 | Class-size Reduction Teacher (Exceeds MSIP standards) | 44 | 60 | -- | K-12 | Appropriate grade level and subject area certification |
| See Exhibit 10 | Guidance Counselor (Exceeds MSIP standards) | 44 | 50 | -- | K-12 | Proper Counselor certificate |
| 054890 | Family Literacy Facilitator | 44 | 90 | -- | 17 | Appropriate training and/or experience |

| Course Number (Exhibit 10) | Programs and Position Titles | Program Code (Exhibit 13) | Position Code (Exhibit 3) | Delivery System (Exhibit 14) | Grade Level (Exhibit 12) | Staff Requirements/Certificates |
|----------------------------|---|---------------------------|---------------------------|------------------------------|--------------------------|--|
| | Title I School Improvement (a) | | | | | |
| 887900 | Behavior Intervention Specialist | 44 | 70 | -- | 17 | Any certificate at the appropriate grade level or school psychology, or social work degree |
| | Title I.A Neglected | | | | | |
| 054840 | Supplemental Reading Teacher | 03-Negl. | 60 | NI, IH | K-12 | Teaching certification and K-12 Special Reading certificate |
| 054840 | Supplemental Reading Paraprofessional | 03-Negl. | 80 | NI, IH | K-12 | 60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment |
| 054891 | Supplemental English Language Arts Teacher | 03-Negl. | 60 | NI, IH | K-12 | Appropriate grade level and subject area certification |
| 054891 | Supplemental English Language Arts Paraprofessional | 03-Negl. | 80 | NI, IH | K-12 | 60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment |
| 054891 | English Language Arts Coach | 03-Negl. | 60 | IC | K-12 | Appropriate grade level and subject area certification |
| 115891 | Supplemental Math Teacher | 03-Negl. | 60 | NI, IH | K-12 | Appropriate grade level and subject area certification |
| 115891 | Supplemental Math Paraprofessional | 03-Negl. | 80 | NI, IH | K-12 | 60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment |
| 994210 | At Risk Teacher | 03-Negl. | 60 | NI, IH | K-12 | Any certificate at any grade level |
| 994210 | At Risk Paraprofessional | 03-Negl. | 80 | NI, IH | K-12 | 60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment |
| 994020 | Life Skills Teacher | 03-Negl. | 60 | NI, IH | K-12 | Any certificate |
| 994020 | Life Skills Paraprofessional | 03-Negl. | 80 | NI, IH | K-12 | 60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment |
| See Exhibit 10 | Guidance Counselor (Above MSIP requirements/Working w/ students in program) | 03-Negl. | 50 | NI, IH | K-12 | Proper Counselor certificate |
| 889700 | School/Home Coordinator | 03-Negl. | 90 | NI, IH | K-12 | Appropriate experience and/or training |
| 889650 | Language Translator | 03-Negl. | 90 | NI, IH | K-12 | Fluent in English and in translated language |
| 887400 | Social Worker | 03 | 70 | -- | 17 | Social Work Degree |
| | Title I.C | | | | | |
| 054865 | Supplemental ESOL Teacher | 04 | 60 | PU, PI, H | K-12 | ESOL |
| 054865 | Supplemental ESOL Paraprofessional | 04 | 80 | PU, PI | K-12 | 60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment |
| See Exhibit 10 | Supplemental Teacher | 04 | 60 | PU, PI | K-12 | Appropriate grade level and subject area certification |
| See Exhibit 10 | Supplemental Paraprofessional | 04 | 80 | PU, PI | K-12 | 60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment |
| ---- | Preschool Teacher | 04 | 60 | -- | PK | Early Childhood Education or Early Childhood Special Education (ECSE) |
| ---- | Preschool Paraprofessional | 04 | 80 | -- | PK | 60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment |
| 889700 | School/Home Coordinator | 04 | 90 | -- | PK-12 | Appropriate experience and/or training |

| Course Number (Exhibit 10) | Programs and Position Titles | Program Code (Exhibit 13) | Position Code (Exhibit 3) | Delivery System (Exhibit 14) | Grade Level (Exhibit 12) | Staff Requirements/Certificates |
|----------------------------|---|---------------------------|---------------------------|------------------------------|--------------------------|---|
| | Title I.C | | | | | |
| 889650 | Language Translator | 04 | 90 | PU, PI | K-12 | Fluent in English and in translated language |
| See Exhibit 10 | Guidance Counselor (Exceeds MSIP standards) | 04 | 50 | PU, PI | K-12 | Proper Counselor certificate |
| 887400 | Social Worker | 04 | 70 | -- | 17 | Social Work Degree |
| | Title II.A | | | | | |
| 054841 | Reading Coach | 20 | 60 | IC | K-12 | Teaching certification and K-12 Special Reading certificate |
| 054891 | English Language Arts Coach | 20 | 60 | IC | K-12 | Appropriate grade level and subject area certification |
| 115800 | Math Coach | 20 | 60 | IC | K-12 | Appropriate grade level and subject area certification |
| 135000 | Science Coach | 20 | 60 | IC | K-12 | Appropriate grade level and subject area certification |
| See Exhibit 10 | Class-size Reduction Teacher (Exceeds MSIP standards) | 20 | 60 | -- | K-12 | Appropriate grade level and subject area certification |
| 880030 | Teaching Methods Coach | 20 | 60 | IC | PK-12 | Any certificate at the appropriate grade level |
| | Title I.D Delinquent Institutions | | | | | |
| 054840 | Supplemental Reading Teacher | 37-Delin. | 60 | PU, PI, IH | K-12 | Teaching certification and K-12 Special Reading certificate |
| 054840 | Supplemental Reading Paraprofessional | 37-Delin. | 80 | PU, PI | K-12 | 60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment |
| 054891 | Supplemental English Language Arts Teacher | 37-Delin. | 60 | PU, PI, IH | K-12 | Appropriate grade level and subject area certification |
| 054891 | Supplemental English Language Arts Paraprofessional | 37-Delin. | 80 | PU, PI | K-12 | 60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment |
| 115891 | Supplemental Math Teacher | 37-Delin. | 60 | PU, PI, IH | K-12 | Appropriate grade level and subject area certification |
| 115891 | Supplemental Math Paraprofessional | 37-Delin. | 80 | PU, PI | K-12 | 60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment |
| 994210 | At Risk Teacher | 37-Delin. | 60 | -- | K-12 | Any certificate at any grade level |
| 994210 | At Risk Paraprofessional | 37-Delin. | 80 | -- | K-12 | 60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment |
| 994020 | Life Skills Teacher | 37-Delin. | 60 | -- | K-12 | Any certificate |
| 994020 | Life Skills Paraprofessional | 37-Delin. | 80 | -- | K-12 | 60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment |
| See Exhibit 10 | Guidance Counselor (Exceeds MSIP standards) | 37-Delin. | 50 | -- | K-12 | Proper Counselor certificate |
| 889700 | School/Home Coordinator | 37-Delin. | 90 | -- | K-12 | Appropriate experience and/or training |
| 889650 | Language Translator | 37-Delin. | 90 | -- | K-12 | Fluent in English and in translated language |
| 887400 | Social Worker | 03 | 70 | -- | 17 | Social Work Degree |

Exhibit 15 (continued)

| Course Number (Exhibit 10) | Programs and Position Titles | Program Code (Exhibit 13) | Position Code (Exhibit 3) | Delivery System (Exhibit 14) | Grade Level (Exhibit 12) | Staff Requirements/Certificates |
|----------------------------|---|---------------------------|---------------------------|------------------------------|--------------------------|--|
| | Title III – English Learner or Immigrant | | | | | |
| 054865 | Supplemental ESOL Teacher | 29-LEP 39-Imm. | 60 | See Exhibit 14 | K-12 | ESOL |
| 054865 | Supplemental ESOL Paraprofessional | 29-LEP 39-Imm. | 80 | See Exhibit 14 | K-12 | 60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment |
| ---- | ESOL Preschool Teacher | 29-LEP 39-Imm. | 60 | -- | PK | Early Childhood Education or Early Childhood Special Education (ECSE) |
| ---- | ESOL Preschool Paraprofessional | 29-LEP 39-Imm. | 80 | -- | PK | 60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment |
| 054865 | ESOL Coach | 29-LEP | 60 | IC | K-12 | ESOL |
| 889700 | School/Home Coordinator | 29-LEP 39-Imm. | 90 | -- | PK-12 | Appropriate experience and/or training |
| 054890 | Family Literacy Facilitator | 29-LEP 39-Imm. | 90 | -- | 17 | Appropriate training and/or experience |
| See Exhibit 10 | Guidance Counselor (Exceeds MSIP standards) | 39-Imm. | 50 | -- | K-12 | Proper Counselor certificate |
| | Title IV.A | | | | | |
| See Exhibit 10 | See Exhibit 10 for 02 – Art Teacher | 10 | 60 | -- | K-12 | Art K-12 Certificate |
| See Exhibit 10 | See Exhibit 10 for 12 – Music Teacher | 10 | 60 | -- | K-12 | Proper Music Certificate |
| See Exhibit 10 | STEAM/STEM Teacher See Exhibit 10 for 13 – Science, 10 – Technology & Engineering, 02 – Art, and 11 – Math | 10 | 60 | ST | K-12 | Appropriate grade level and subject area certification |
| See Exhibit 10 | See Exhibit 10 for 06 – Foreign (World) Languages | 10 | 60 | -- | K-12 | Appropriate grade level and subject area certification |
| 887900 | Site Resource Coordinator | 10 | 70 | -- | 17 | Appropriate training and/or experience |
| 887900 | Mental Health Professional | 10 | 70 | -- | 17 | Appropriate training and/or experience |
| 884800 | Technology Coordinator | 10 | 40 | -- | 17 | Any certificate at any grade level |
| 887600 | Nurse | 10 | 70 | -- | 17 | Licensed RN |
| See Exhibit 10 | Guidance Counselor (Exceeds MSIP standards) | 10 | 50 | -- | K-12 | Proper Counselor certificate |
| 887900 | Behavior Intervention Specialist | 10 | 70 | BI | K-12 | Any certificate at the appropriate grade level or school psychology, or social work degree |
| See Exhibit 10 | See Exhibit 10 for AP and IB Teachers | 10 | 60 | -- | K-12 | See Exhibit 10 |
| | Title V.B RLIS | | | | | |
| See Exhibit 10 | All staff positions to be paid from program | 31 | See Exhibit 3 | See Exhibit 14 | See Exhibit 12 | See Exhibit 10 |

| Course Number (Exhibit 10) | Programs and Position Titles | Program Code (Exhibit 13) | Position Code (Exhibit 3) | Delivery System (Exhibit 14) | Grade Level (Exhibit 12) | Staff Requirements/Certificates |
|----------------------------|---|---------------------------|---------------------------|------------------------------|--------------------------|---|
| | Title V.B SRSA (REAP) | | | | | |
| See Exhibit 10 | All staff positions to be paid from program | 30 | See Exhibit 3 | See Exhibit 14 | See Exhibit 12 | See Exhibit 10 |
| | Title X, Part C: Homeless Education | | | | | |
| 881750 | Homeless Liaison | 14 | 10 | -- | 17 | Any certificate at any grade level or Social Work Degree |
| 888400 | Secretary | 14 | 80 | -- | 17 | None |
| See Exhibit 10 | Teacher | 14 | 60 | -- | K-12 | Appropriate grade level and subject area certification |
| ---- | Preschool Teacher | 14 | 60 | -- | PK | Early Childhood Education or Early Childhood Special Education (ECSE) |
| ---- | Preschool Paraprofessional | 14 | 80 | -- | PK | 60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment |
| 887600 | Nurse | 14 | 70 | -- | 17 | Licensed RN |
| 887400 | Social Worker | 14 | 70 | -- | 17 | Social Work Degree |
| 887900 | Case Manager | 14 | 70 | -- | 17 | Appropriate training and/or experience |
| See Exhibit 10 | Guidance Counselor (Exceeds MSIP standards) | 14 | 50 | -- | 17 | Proper Counselor certificate |
| 889650 | Language Translator for ELL | 14 | 90 | -- | 17 | Fluent in English and in translated language |
| 889700 | School/Home Coordinator | 14 | 90 | -- | PK-12 | Appropriate experience and/or training |
| | Refugee Children School Impact | | | | | |
| See Exhibit 10 | Teacher | 36 | 60 | -- | K-12 | Appropriate grade level and subject area certification |
| See Exhibit 10 | Paraprofessional | 36 | 80 | -- | K-12 | 60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment |
| 054865 | Supplemental ESOL Teacher | 36 | 60 | PU, PI, H | K-12 | ESOL |
| 054865 | Supplemental ESOL Paraprofessional | 36 | 80 | PU, PI | K-12 | 60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment |
| ---- | Preschool Teacher | 36 | 60 | -- | PK | Early Childhood Education or Early Childhood Special Education (ECSE) |
| ---- | Preschool Paraprofessional | 36 | 80 | -- | PK | 60 hrs. or Passed ParaPro or Passed Paraprofessional Assessment |
| 889700 | School/Home Coordinator | 36 | 90 | -- | PK-12 | Appropriate experience and/or training |
| 887400 | Social Worker | 36 | 70 | -- | 17 | Social Work Degree |
| See Exhibit 10 | Guidance Counselor (Exceeds MSIP standards) | 36 | 50 | -- | 17 | Proper Counselor certificate |

Exhibit 16 – Reporting Guidelines for Special Education Programs (Screens 18 and 20)

Special Education Teachers in Early Childhood Special Education (ECSE) and K-12 Programs

For each assignment indicate the proper course code, grade level, program code, delivery system, minutes per week, and student assignments or caseloads as appropriate via the MOSIS October Educator files.

See the [Office of Special Education page](#) for a table of allowable coding combinations for special education teachers and other technical assistance documents.

Course Codes

- See Exhibit 10 for a complete listing of course codes and names and certification requirements.
- Most special education teaching and non-teaching assignments and IEP case management course codes begin with “19” with the exception of other miscellaneous duty codes.

Grade Levels

- See Exhibit 12 for a complete listing of grade levels along with definitions.

Program Codes

- See Exhibit 13 for a complete listing of program codes along with definitions.
- Special Educators will use program codes 06, 09, 17, and 19 as appropriate.

Delivery Systems

- See Exhibit 14 for a complete listing of delivery systems along with definitions.
- Special Educators will use delivery systems Co-Teaching (CO), Individual/Small Group (IG), ECSE Integrated
- Classroom (IN), Self-Contained (SC), and Low Incidence Self-Contained (LI)

Minutes per Week

- The special educator’s average minutes per week spent for each course code reported. The total minutes per week for all assignments in all school buildings should be consistent with the district’s available minutes per week prorated by FTE.

Teaching Assignments – Definitions/Instructions

Note for Early Childhood Special Education (ECSE) programs – All personnel serving children ages 3, 4, and 5 (5 defined as pre-kindergarten eligible, turning 5 after August 1) must be reported with program code 17 and grade level PK. Personnel working with children age 5K (defined as kindergarten eligible, turning 5 before August 1) and age 6 in an early childhood program must be coded with a separate assignment using a combination of program code 17 and grade level K. This combination will identify ECSE services being provided to kindergarten-eligible children.

Direct Service/Instruction Special Education – Core Content Areas (195000) – Direct service or instruction in core content areas of communication arts, mathematics, science, and/or social studies delivered by special education teachers to school-aged special education students with any disability diagnosis. This code should not be used for reporting instruction in a single core content area for which the special education teacher is giving the grade for that content area.

- Grade levels: K, 01-16
- Program codes: 06, 09, 17, and 19
- Delivery systems: CO, IG, SC, and LI

Direct Service/Instruction Special Education – Non-Core Content Areas (195010) – Direct service or instruction in non-core content areas delivered by special education teachers to school-aged special education students with any disability diagnosis. This code should be used when no other 19xxxx course number applies.

- Grade levels: K, 01-16
- Program codes: 06, 09, 17, and 19
- Delivery systems: CO, IG, SC, and LI

Direct Service/Instruction Visually Impaired (195100), Hearing Impaired (195200), Severe Developmental Delays (195300) – Direct service or instruction in Braille or other related instruction (195100). Direct service or instruction in sign language, i.e., American Sign Language (ASL), Signed Exact English (SEE, SEEII) (195200). Direct service or instruction delivered to students assessed against alternate achievement standards (MAP-A) (195300).

- Grade levels: PK, K, 01-16
- Program codes: 06, 09, 17, and 19
- Delivery systems: CO, IG, SC, and LI

Direct Service/Instruction Early Childhood Special Education – ECSE (195400) – Direct service or instruction delivered by special education teachers to students receiving ECSE services. If the teacher or aide is assigned two classes (1/2 day program each), they are reported with two assignments. Speech/language pathologists working with ECSE students ages 3, 4, and 5 are reported with course code 195500 and program code 17.

- Grade levels: PK, K
- Program codes: 06 or 17 (*see note for ECSE above*). Program codes 09 and 19 as appropriate.
- Delivery systems: CO, IG, IN, SC, and LI

Direct Service/Instruction Speech/Language Pathology (195500) – Direct service or instruction for speech/language pathology delivered by speech/language pathologists or approved implementers to special education students. See additional information on speech/language services below.

- Grade levels: PK, K, 01-16
- Program codes: 06, 09, 17, and 19
- Delivery systems: CO, IG

Departmentalized Instruction for Special Education Communication Arts (195610), Mathematics (195620), Science (195630), or Social Studies (195640) – Instruction to special education students in a setting where the special education teacher is providing the student's initial or only content instruction. This course number is differentiated from services where the special education teacher is re-teaching or otherwise supporting content that has been presented initially by a regular education teacher certificated in that area.

- Grade levels: 7-15
- Program codes: 06, 09, 17, and 19
- Delivery system: SC

Community Based Instruction (195700) – Systematic skill training of students with disabilities within the natural community setting where such skills are used, as identified in the IEP. This instruction is for special education students only and should not include career education classes in which regular education students would enroll. Example: Student participation in a community based instruction program at a local grocery. This participation

may ease/enhance the development/maintenance of mathematics skills in the area of financial management, budgeting, and independent living for student participants.

- Grade levels: 8-14
- Program codes: 06, 09, 17, and 19
- Delivery system: IG

Work Experience Instruction (195800) – Work experience instruction is limited to students with disabilities whose Individualized Education Programs (IEPs) indicate the need for work experience in a competitive setting. Program goals include the acquisition of skills related to performing work under supervision, as well as job-related skills. Work experience instruction also includes the participation of students with disabilities who are engaged in work experience through the Office of Adult Learning and Rehabilitation Services' Cooperative Work Experience (COOP) Program.

- Grade levels: 8-14
- Program codes: 06, 09, 17, and 19
- Delivery system: IG

Case Management and Caseload – Definitions/Instructions

Case Management of IEPs (198600) – Minutes per week would include time spent planning for and attending IEP meetings as well as other required special education meetings. Report the total number of IEPs case managed which is the number of IEPs the teacher is responsible for on a case manager basis, regardless of which teacher may be actually implementing the IEP. A case management assignment does not need to be reported if a teacher does not have time/minutes dedicated to case management duties.

- Grade levels: PK, K, 01-16 (not required)
- Program codes: 06, 09, 17, and 19
- Delivery systems: Not applicable

Non-Teaching Assignments – Definitions/Instructions

Consult with Regular/Special Education (193000) – Time spent by special education teachers consulting or collaborating with regular or special education teachers regarding instructional practices or coordinating instruction for students as necessary to implement IEPs. This is time above and beyond the instructional planning time required for all teachers.

- Grade levels: Not required
- Program codes: 06, 09, 17, and 19
- Delivery systems: Not applicable

Testing (193100) – Time spent by special education teachers in testing/assessment/evaluation of students with disabilities or students suspected of having disabilities, and time spent writing evaluation reports.

- Grade levels: Not required
- Program codes: 06, 09, 17, and 19
- Delivery systems: Not applicable

Special Education Co-ops and Shared Educators

When a special educator serves in more than one district on a cooperating or shared basis, both districts will report the educator. The full salary and FTE are shown by the fiscal agent district only. The fiscal agent district reports the educator's assignments in the participating districts using program code 09. Participating districts

indicate the fiscal agent county-district code in the MOSIS Educator Core file, and report the assignment for the educator in their district using program code 19.

Special Education Teacher Aides or Paraprofessionals

Special education aides or paraprofessionals (K-12) should be reported using the assignment code 195000. ECSE aides or paraprofessionals must be reported with assignment code 195400 (ECSE). See additional information on speech/language services below.

Personnel Working with ECSE Programs

Personnel working with ECSE programs must be reported with program code 17 and grade level PK in order to receive appropriate credit on the district's ECSE Final Expenditure Report.

Ancillary Personnel

For ancillary personnel including occupational therapists, physical therapists, school psychological examiners, educational diagnosticians, etc., refer to Exhibit 10 for assignment/course code listings and the *Missouri State Plan for Special Education* – Personnel Standards for the certification/licensure requirements. *The Missouri State Plan for Special Education* can be found [here](#). See additional information on speech/language services below.

- Assignment/course codes: See Exhibit 10
- Grade levels: PK, K, 01-16
- Program codes: 06, 09, 17, and 19
- Delivery systems: Not applicable
- Student assignments/caseload: Not required

Speech/Language Services

The following provides guidance on the reporting of speech/language services:

- Speech/Language diagnostic/evaluation and/or supervision of implementers/aides/assistants: Report assignment code 889000 with position code 90; requires SLP certification or licensure
- Speech/Language services provided by an SLP: Report assignment code 195500 with position code 60; requires SLP certification or licensure
- Speech/Language services provided by a speech implementer: Report assignment code 195500 with position code 60; requires annual approval through Special Education Compliance as a speech implementer
- Speech/Language services provided by a speech/language assistant or aide: Report assignment code 195500 with position code 80; requires licensure issued by Board of Healing Arts

Exhibit 17A – Reporting Guidelines for Early Childhood Education Programs (Screens 18 and 20)

All pre-kindergarten education programs should be listed on the Core Data report. This includes district-funded preschool programs, and if they are tuition-based programs this should be indicated in the Comments area. If the programs are funded through Special Education (*see Exhibit 16*) or Title I (*see Exhibit 15*), they should be reported following the guidelines established for those funding sources.

Preschools that are full-day programs should be reported on one line. Half-day programs should be reported on a separate line with the corresponding minutes and enrollment.

Planning Time for teachers should be listed on a line with course number 990000. This course number is only used to report the number of minutes provided for planning time.

Instructional/program time (30 minutes or longer) outside the regular school day is reported using the delivery system H.

| Program Name | (Exhibit 10) Course Number | Program/ Position Title | (Exhibit 13) Program Code | (Exhibit 3) Position Code | (Exhibit 14) Delivery System | (Exhibit 12) Grade Level | Required Certification |
|---------------------------------------|----------------------------|-------------------------|---------------------------|---------------------------|------------------------------|--|---|
| Missouri Preschool Program (MPP) | -- | Teacher | 27 | 60 | | PK – Children one or two years from Kindergarten entry | EC, ECSE, or 4-Year Child Dev. Degree |
| | | Teacher Assistant | | 80 | | | CDA, ACC, or 60 HR |
| | | Director | | 30 | | | Appropriate education, experience, and/or training |
| | | Director/ Principal | | 20 | | | Appropriate certificate |
| Child Care Development Fund Grant | -- | Teacher | 25 | 60 | H, if applicable | IT – Infant/ Toddler PK – Age 3 to Kindergarten entry | District discretion |
| | | Teacher Assistant | | 80 | | | |
| | | Director | | 30 | | | |
| | | Director/ Principal | | 20 | | | |
| District Funded Preschool | -- | Teacher | -- | 60 | H, if applicable | IT – Infant/ Toddler PK – Age 3 to Kindergarten entry | District discretion |
| | | Teacher Assistant | | 80 | | | |
| | | Director | | 30 | | | |
| | | Director/ Principal | | 20 | | | |
| Early Learning Blended Funded Program | -- | Teacher | 51 | 60 | | PK – Age 3 to Kindergarten entry | EC or ECSE 60 HR to pass state assessment Appropriate certificate |

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Exhibit 17B – Reporting Guidelines for Parent Educators-Early Childhood Education Programs (Screens 18 and 20)

Parent Educators are reported where they have duties or in building 1000.

FTE includes all time spent including time spent outside the regular school day up to a total of 1.00 FTE. Salaries are reported as Regular Term Salary even if outside the regular school day unless the total FTE would exceed 1.00. The salary for the portion of time exceeding 1.00 FTE should be reported as Extra Duty Pay and an entry made in the Comments area to explain.

Grade Level is reported as PK if the parent educator has been trained in the 3-K Curriculum. If not, report as IT.

Enrollment reported for Parent Educators indicates the estimated number (caseload) of families to be served. Minutes per Week are reported for all assignments. If the FTE is greater than 1.00, separate assignments are listed showing the minutes per week service occurs during the regular school day (the portion within the 1.00 FTE) and the minutes per week service occurs outside the school day (the portion greater than 1.00 FTE). Time beyond the total 1.00 FTE may be estimated initially and updated at the end of the year.

Delivery System code to identify the portion of FTE greater than 1.00 for service provided after school is H.

Contracted Services: The Employed District will report the parent educator twice. Report course code 887800 showing the minutes spent in the Employed District and then another record with course code 880010 showing the minutes spent in the Participating District(s) along with a comment including the name(s) of the Participating District(s).

PAT Supervisor: In a district with more than one parent educator, an educator who supervises is reported as a supervisor (position code 30) using course code 887897. If any part of the time is actually working with parents as a Parent Educator, two separate Educator School records are reported in MOSIS with the appropriate position codes 30 and 70 with assignment designations. Two separate screens will then be displayed in Core Data.

NOTE: In districts with only one parent educator, the parent educator can only be reported as course code 887800. The district will need to report a second individual as course code 887897 who will provide supervision to the parent educator.

Parent Educator Staff Assignment Report: Parent educators must be Appropriately Certified on the Staff Assignment Report. (See Exhibit 33.)

| Program Name | Reporting District | (Exhibit 10) Course Number | Position Title | Required Certification | (Course Assignment) Comment | (Educator Core) Fiscal Agent District Code | (Exhibit 13) Program Code | (Exhibit 3) Position Code | (Exhibit 14) Delivery System | (Exhibit 12) Grade Level |
|---------------------------|------------------------|------------------------------|--|--|---|--|---------------------------|---------------------------|------------------------------|---|
| Parents as Teachers (PAT) | Employed District | 887800 | Parent Educator | Refer to ECDA Guidelines for Parent Educator Qualifications | N/A | N/A | 07 | 70 | Blank, H | IT – Infant/Toddler PK – Age 3 to Kindergarten entry |
| | | 887897 | PAT Supervisor | Teaching or Administrative Certificate and Supervisor Training | N/A | N/A | 07 | 30 | | |
| | | 880010 – Contracted Services | Parent Educator for Participating District | Refer to ECDA Guidelines for Parent Educator Qualifications | District Name(s) for Participating District | N/A | 07 | 70 | | |
| | Participating District | 880010 – Contracted Services | Parent Educator for Participating District | Refer to ECDA Guidelines for Parent Educator Qualifications | N/A | Employed District | 07 | 70 | | |

Example – Employed District

Screen 18:

Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

District: Year: Status: OPEN-Cycle is available for data entry.

School: Location: Data Collection Menu - October Cycle - 18 Educator

Selection Criteria:
 Educator: Position: Prgm-Typ:
 SSN: Last Name: Search

Certification Approved Courses

Social Security Number:
 Name (L,F,M):
 Race: Sex: Highest Degree:
 Years Experience Total: Years Experience Missouri:
 Regular Term Salary: Career Ladder Stage:
 Extra Duty Salary: Extended Contract Days:
 Min Salary Supplement: Fiscal Agent: KIRKSVILLE R-III
 Total Salary: Total FTE: Total Minutes:
 Min. Salary Days Worked: Late Hire: Early Termination:

Comments:
 Email:

| 20 | School No/Name | Position | FTE | Salary | Late Start | Early End | *** Career Education Courses Only *** | | | | | Del |
|----|----------------|---------------|------|--------|------------|-----------|---------------------------------------|----------|-----|-----|--|-----|
| | | | | | | | Mth | Prgm-Typ | Lne | CTD | | |
| 20 | 70-PUPIL SERV | 70-PUPIL SERV | 1.00 | 20880 | | | 0 | | 0 | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

Email: coredata-mosis@desse.mo.gov

Current User: Last Modified User: Last Modified Date:

Improving Lives through Education

Screen 20:

Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

District: Year: Status: OPEN-Cycle is available for data entry.

School: Location: Data Collection Menu - October Cycle - 20 Course Assignment

Selection Criteria:
 Educator: Sch: 1000 CENTRAL OFFICE Pos: 70 PUPIL SERV
 SSN: Last Name: Search

FTE: 1.00 Minutes: 720 Total Minutes: 720 Highest Degree: Caseload:

Screen 18 Certification

| LINE | NUM | COURSE NAME | SEQ | GR | S | PR | DS | CC | MINS | CRD | ENR | LATE START | EARLY END | DEL |
|----------------------------|--------|-------------|-----|----|---|----|----|----|------|------|-----|------------|-----------|-----|
| 1 | 887800 | PARENT ED | 0 | PK | 0 | 07 | | | 360 | 0.00 | 12 | | | |
| DESOTO HILLSBORO GRANDVIEW | | | | | | | | | | | | | | |
| 2 | 880010 | CNTRSRVS | 0 | IT | 0 | 07 | | | 360 | 0.00 | 17 | | | |

Screen 18 Certification

Email: coredata-mosis@desse.mo.gov

Current User: Last Modified User: Last Modified Date:

Improving Lives through Education

Example – Participating District

Screen 18:

Missouri EDUCATION
DEPARTMENT OF ELEMENTARY & SECONDARY

District: Year: Status: OPEN-Cycle is available for data entry.

School: Location: Data Collection Menu - October Cycle - 18 Educator

Selection Criteria: Educator SSN Position Last Name Prgm-Typ Search

Certification Approved Courses

Social Security Number
Name (L,F,M)
Race Sex Highest Degree
Years Experience Total Years Experience Missouri Years Experience District
Regular Term Salary Career Ladder Stage Career Ladder Supplements
Extra Duty Salary Extended Contract Days Extended Contract Salary
Min Salary Supplement Fiscal Agent EXCELSIOR SPRINGS 40
Total Salary: Total FTE: Total Minutes:
Min. Salary Days Worked Late Hire Early Termination
Comments
Email

| 20 | School No/Name | Position | FTE | Salary | Late Start | Early End | *** Career Education Courses Only *** | | | | Del |
|----------------------|----------------------|----------------------|------|--------|------------|-----------|---------------------------------------|----------|-----|-----|-----|
| | | | | | | | Mth | Prgm-Typ | Lne | CTD | |
| <input type="text"/> | <input type="text"/> | 70-PUPIL SERV | 0.00 | 0 | | | | | | | |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | | | | | | | | | |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | | | | | | | | | |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | | | | | | | | | |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | | | | | | | | | |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | | | | | | | | | |

Email: coredata-mosis@dese.mo.gov

Current User: Last Modified User: Last Modified Date:

Improving Lives through Education

Screen 20:

Missouri EDUCATION
DEPARTMENT OF ELEMENTARY & SECONDARY

District: Year: Status: OPEN-Cycle is available for data entry.

Location: Data Collection Menu - October Cycle - 20 Course Assignment

Selection Criteria: Educator SSN Schl: Last Name: Post: 70 PUPIL SERV Search

FTE: 0.0 Minutes: 37 Total Minutes: 37 Highest Degree: Caseload:

Screen 18 Certification

| LINE | NUM | COURSE NAME | SEQ | GR | S | PR | DS | CC | MINS | CRD | ENR | LATE START | EARLY END | DEL |
|------|--------|-------------|-----|----|---|----|----|----|------|------|-----|------------|-----------|-----|
| 1 | 880010 | CNTRSRVS | 0 | PK | 0 | 07 | | | 37 | 0.00 | 1 | | | |

Screen 18 Edit Certification

Email: coredata-mosis@dese.mo.gov

Current User: Last Modified User: Last Modified Date:

Improving Lives through Education

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**Exhibit 18 – Special Education Disability Codes
(Screens 08, 09, 11, and 12)**

| <u>Code</u> | <u>Definition</u> |
|--------------------|--|
| 01 | ID – Intellectual Disability |
| 02 | ED – Emotional Disturbance |
| 04 | OI – Orthopedic Impairment |
| 06 | VI – Visual Impairment |
| 08 | HI – Hearing Impairment |
| 09 | LD – Specific Learning Disability |
| 10 | OHI – Other Health Impairment |
| 11 | DB – Deaf/Blindness |
| 12 | MD – Multiple Disabilities |
| 13 | AU – Autism |
| 14 | TBI – Traumatic Brain Injury |
| 16 | YCDD – Young Child with a Developmental Delay |
| 17 | LI – Language Impairment |
| 18 | SI – Speech Impairment |

Note: For further information regarding these definitions, refer to the current copy of the *Missouri State Plan for Special Education – Regulations Implementing Part B of the IDEA*.

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Exhibit 19 – Special Education Placement Category Codes
Educational Environments
(Screen 11)

Early Childhood Educational Environments – Ages 3-5

- 00A4 **In regular early childhood program 10+ hours and receives majority of sped services in regular program** – Children with disabilities receiving the majority of hours of special education and related services in the regular early childhood program, and the child attends a regular early childhood program at least 10 hours per week.
- 00A5 **In regular early childhood program 10+ hours and receives majority of sped services in another location** – Children with disabilities receiving the majority of hours of special education and related services in some other location, and the child attends a regular early childhood program at least 10 hours per week.
- 00A6 **In regular early childhood program less than 10 hours and receives majority of sped services in regular program** – Children with disabilities receiving the majority of hours of special education and related services in the regular early childhood program, and the child attends a regular early childhood program less than 10 hours per week.
- 00A7 **In regular early childhood program less than 10 hours and receives majority of sped services in another location** – Children with disabilities receiving the majority of hours of special education and related services in some other location, and the child attends a regular early childhood program less than 10 hours per week.
- 00B1 **Separate Class** – Children with disabilities who receive special education and related services while attending a special education program in a class with less than 50 percent non-disabled children. Do not include children who also attend a regular early childhood program.
- 00B2 **Separate School** – Children with disabilities who receive special education and related services in public or private day schools designed specifically for children with disabilities. Do not include children who also attend a regular early childhood program.
- 00B3 **Residential Facility** – Children with disabilities who receive special education and related services in publicly or privately operated residential schools or residential medical facilities on an inpatient basis. Do not include children who also attend a regular early childhood program.
- 00B4 **Home** – Children with disabilities who receive special education and related services in the principal residence of the child’s family or caregivers, and who did not attend an early childhood program or a special education program provided in a separate class, separate school or residential facility. Include children who receive special education both at home and in a service provider location. The term caregiver includes babysitters.
- 00B5 **Service Provider Location** – Children with disabilities who receive all of their special education and related services from a service provider, and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in private clinicians’ offices, clinicians’ offices located in school buildings, hospital facilities on an outpatient basis, and libraries and other public locations. Do not

include children who also receive special education at home. Children who receive special education both in a service provider location and at home should be reported in the Home category.

School Age Educational Environments – Ages 5K-22

- 1100 **Inside the regular class 80 percent or more of the day** – Students with disabilities who are inside the regular classroom for 80 percent or more of the school day. These are students who receive special education and related services outside the regular classroom for less than 21 percent of the school day. This may apply to students with disabilities placed in:
- Regular class with special education/related services provided within regular classes,
 - Regular class with special education/related services provided outside regular classes,
 - Regular class with special education services provided in resource rooms.
- This could include students with disabilities placed in an alternative school program with non-disabled peers. Do not include students with disabilities who are parentally placed in private schools to whom the public district is providing special education and related services – see code 2100.
- 1201 **Inside regular class no more than 79 percent of the day and no less than 40 percent of the day** – Students with disabilities who are inside the regular classroom between 40 percent and 79 percent of the day. These are students who receive special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day. This does not apply to students who are receiving education programs in public or private separate schools or residential facilities. This may apply to students placed in:
- Resource rooms with special education/related services provided within the resource room,
 - Resource rooms with part-time instruction in a regular class.
- This could include students with disabilities placed in an alternative school program with non-disabled peers. Do not include students with disabilities who are parentally placed in private schools to whom the public district is providing special education and related services – see code 2100.
- 1301 **Inside regular class less than 40 percent of the day** – Students with disabilities who are inside the regular classroom less than 40 percent of the school day. These are students who receive special education and related services outside the regular classroom for more than 60 percent of the school day. This does not apply to students who are receiving education programs in public or private separate schools or residential facilities. This may apply to students placed in:
- Self-contained special classrooms with part-time instruction in a regular class,
 - Self-contained special classrooms with full-time special education instruction on a regular school campus.
- This could include students with disabilities placed in an alternative school program with non-disabled peers. Do not include students with disabilities who are parentally placed in private schools to whom the public district is providing special education and related services – see code 2100.
- 1401 **State Operated Separate School** – This category should only be used by Missouri School for the Blind, Missouri School for the Deaf and State Schools for the Severely Handicapped. Regular districts should no longer report resident students who are attending these state-operated programs.
- 1402 **Private Separate (Day) Facility** – Students with disabilities who receive all of their special education and related services at public expense for greater than 50 percent of the school day in private separate facilities. This includes students with disabilities who are served by a private educational agency other

than a parochial school. This includes those approved private agencies with which districts contract to provide special education services to students within their district.

- 1403 **Public Separate (Day) Facility** – Students with disabilities who receive all of their special education and related services for greater than 50 percent of the school day in public separate facilities. This includes those students with disabilities placed by the IEP team in a segregated facility operated by a public school. This does not include residential facilities and does not encompass facilities that include non-disabled students such as alternative school programs.

- 1601 **Homebound/Hospital** – Due to student's illness, medically fragile condition or a disciplinary suspension, the student receives special education at home or in a hospital via a visiting teacher or telephone instruction based on the student's IEP.

- 1701 **Private Residential Facility** – Children with disabilities who receive all of their special education and related services at public expense for greater than 50 percent of the school day in private residential facilities who are **placed by the public school IEP team**. This does not include students living in private residential facilities but attending public schools.

- 1801 **Correctional Facility** – Students with disabilities who receive all of their special education and related services in a correctional facility. This includes those students in the city/county jail and short term detention facilities.

- 2100 **Parentally-Placed Private School Children** – Students with disabilities who are parentally-placed in private schools, including home schools, and are receiving special education and related services from the public school.

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**Exhibit 20 – Special Education Exit Categories Codes
(Screen 12)**

| <u>Code</u> | <u>Exit Category – Ages 3-21</u> |
|--------------------|---|
| 01 | Returned to Regular Education (valid ages 3-21) – Students who were served in special education during the school year but returned to regular education as a result of having met the objectives of their IEP. These students no longer have an IEP and are receiving all of their educational services from the regular education program. |
| 17 | Parent Withdrew Student from Special Education (valid ages 3-21) – Students who had received special education services during the school year and whose parents withdrew the student from the special education program. |

Note: Only Exit Codes 01 (Return to Regular Education) and 17 (Parent Withdrew Student) are reported in the MOSIS Student Core file in the SPED Program Exit Code field (MOSIS column name SPEDExit). All other exit codes displayed on Screen 12 are populated using the final exit codes reported in the MOSIS Student Enrollment and Attendance file.

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Exhibit 21 – Student Residency Status

Resident I

Students attending school in the district, including Division of Youth Services (DYS), Missouri School for the Blind (MSB), Missouri School for the Deaf (MSD), and Missouri Schools for the Severely Disabled (MSSD), where they reside (reported by the district where they are enrolled as R1).

- Regular students – Including employee's child, foster child, homeless child, Voluntary Transfer Student (VTS)
- Charter schools
- Job Corps sites (federally-operated program)
- Juvenile detention centers (publicly placed)
- Students receiving special education services in St. Louis County
 - St. Louis County component districts (county-district code begins with 096)
 - St. Louis Special School District (SSD) self-contained buildings
 - SSD vocational school full-time students
- State operated schools
 - DYS
 - MSB
 - MSD
 - MSSD

Resident II Public (Non-Resident – NR)

Students residing in one district but attending school in another Missouri district, for which the resident district is paying full tuition (reported by the Missouri district where they are enrolled as NR). For early childhood children receiving services from a nonresident district (including ECSE), the attending district should report the children as non-residents (NR) and report the domicile district in the resident district field.

- High school students from K-8 districts
- Students from unaccredited school districts

Resident II Private

Students residing in one district but attending school in another approved facility for which the resident district is paying full tuition (reported by the resident district as R2).

- Students attending a private facility

Resident I – Cooperative Agreements

Students residing in one district but attending school in another district with a negotiated payment structure in place. The district where the student attends provides the Student Core and Student Enrollment and Attendance data to the district of residence which then reports that data to the department as an R1 student. October Educator Core, Educator School, Course Assignment, and Student Assignment data, as well as June Course Completion data, are reported by the district where the student attends.

- Alternative school programs
- Area career centers
- Special ed co-ops/special ed collaborative
- Virtual course provider that is an LEA – direct agreement
- Other cooperative agreements

Paying Tuition

Students attending school in a district other than where they reside and tuition is paid to the attending district by the parents/guardian or entity other than a Missouri public school district. Note: Districts do not receive state aid for students that are not residents. (Reported by the district where they are enrolled as PT.)

The following scenarios illustrate models for reporting Student Core records as related to the student residency status:

| Student Residency Status | Reporting District Code | Attending District Code | Resident District Code | Scenario |
|---|-------------------------|-------------------------|------------------------|--|
| Resident I (R1) | A | A | A | Student resides in and attends school in District A. District employee students are Resident I. |
| Resident II (R2) attending non-public or private school | A | Private | A | Student resides in District A and attends non-public or private school. District A pays tuition. |
| Resident II (NR) attending public school | B | B | A | Student resides in District A and attends school in District B. District A pays full tuition. District B reports student as NR. |
| Non-Resident (NR) | B | B | A | Student attends school in District B and lives outside of the attending district in another Missouri District A. The attending District B receives full tuition from the Missouri resident District A. |
| Desegregation Inbound (DI) | A | A | B | A desegregation student attends school in District A sent from resident District B. Both districts were previously operating under a court-ordered desegregation. |
| Parent Tuition (PT) | A | A | B | Student attends reporting District A but resides outside of the attending district. Tuition is paid to attending district by parents/guardian or entity other than a Missouri public school district. |
| Federal Lands (FL) | A | A | A | Student is a Federal Lands student. |

**Exhibit 22 – Attendance Center Numbers
(Screen 08)**

| Department-Assigned School Number | Attendance Centers Identified |
|--|---|
| 1000 | Central office administrative personnel |
| 1010 | Special education cooperatives |
| 1015 | County juvenile detention centers |
| 1020 | Special centers where attendance is reported at another building, such as alternative schools, gifted centers, etc. (For historical purposes only; DESE no longer assigns this building code.) |
| 1030 | Residential treatment centers |
| 1050-1099, 1200-1999 | High schools (typically grades 9-12 but may include grades 7-12) |
| 1100-1199, 0000 | Area career centers |
| 2000-2999 | Junior high schools (any combination that includes departmentalized grades 7-9) |
| 3000-3999 | Middle schools (any combination that includes grades 4-8 and is at least partly departmentalized) |
| 4000-6999 (except 6010-6015) | Elementary schools (any combination that includes grades K-8) |
| 6010-6015 | Hospitals |
| 7000-9989 (except 7010 and 7500-7999) | Specific external locations for St. Louis County Special School District |
| 7010 | Schools for severely disabled students operated by a local school district |
| 7500-7999 | Preschool attendance centers |
| 8000 | Host public school district, charter school, or higher education institution per § 161.570, 1(5) |
| 9990 | External locations used by Pemiscot County Special School District, St. Louis County Special School District, and St. Louis City Public Schools to report teachers located in various surrounding districts |

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Exhibit 23 – Career Education IEP and Disadvantaged Students (Screens 20 and 26)

Students with Disabilities

An IEP student is a student with a disability as prescribed by the Individuals with Disabilities Education Act (IDEA) who by reason thereof received special education services as outlined in an Individualized Education Program (IEP). *See Exhibit 18 for a list of disability categories.* IEP students do not include individuals who are considered to have a disability solely under Section 504 of the Rehabilitation Act of 1973.

Disadvantaged Individuals

The term disadvantaged means individuals (other than disabled individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in career education programs. The term includes individuals who are members of economically disadvantaged families, migrants, individuals who have Limited English Proficiency (LEP) and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school.

Academically disadvantaged individual means an individual who scores below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where the grade “A” equals 4.0), or fails to attain minimal academic competencies.

Economically disadvantaged family or individual means a family or an individual who is determined by the eligible recipient to be low-income according to the latest available data, such as AFDC, free or reduced lunch or Pell Grant.

Limited English Proficiency (LEP) is defined as an individual who has limited ability in speaking, reading, writing or understanding the English language, and whose native language is a language other than English; or who lives in a family or community environment in which a language other than English is the primary language.

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Exhibit 24A – How to Determine the Length of School Day (Screen 10)

The Standard Day Length is reported on Screen 10 as a decimal equivalent. This can be calculated by determining the number of minutes in the standard day length and dividing that by 60.

An Excel calculation tool is available on the School Finance website under Calculation Tools in the Miscellaneous Tools section. This tool can be accessed [here](#).

Example:

A start time of 8:00 AM and dismissal time of 3:10 PM equals 7 hours and 10 minutes.

Then 7 hours and 10 minutes minus 30 minutes for lunch equals 6 hours and 40 minutes.

Next 6 hours and 40 minutes minus 3 minutes for extra passing time due to lunch equals 6 hours and 37 minutes.

Finally 6 hours and 37 minutes equals 397 minutes. $397/60 =$ equals 6.616666 hours which would be rounded to the fourth decimal place and reported on Screen 10 as 6.6167 in the Standard Day Length.

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Exhibit 25 – Reporting Guidelines for State-Approved Gifted Programs (Screens 18 and 20)

All educators participating in gifted programs are displayed on Core Data screens 18 and 20. The following guidelines explain the reporting requirements for MOSIS that are unique to educators in state-approved gifted programs.

Course Number

The course code for a State-Approved Gifted Education class is 990808.

Program Code

Program code 08 is only used to identify course assignments in state-approved gifted programs.

Delivery System

Course assignments for gifted programs should be reported using the following delivery system codes:

- Delivery System PU – Class contact time in a resource room for a school-based program.
- Blank – Class contact time either in a resource room or special class for a center-based program.

Enrollment

Enrollment (ENR) is the caseload (unduplicated count) for each gifted class reported for an educator.

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Exhibit 26 – Sending School Tables

Data entered in the October Course and Student Assignment files in MOSIS are used to populate Core Data Screen 22. The following scenarios include data reported by the home/sending district, and the receiving district or area career center district. Each scenario uses the following to represent the **county-district code number** for the reporting and sending district:

- **AAA-AAA** – The home/sending district in which the student is enrolled.
- **BBB-BBB** – The receiving district or area career center in which the student receives instruction.

Dual credit and dual enrollment students are identified using the following definitions:

- **Dual Credit** – Earning both high school and college credit by receiving instruction from a high school instructor.
- **Dual Enrollment** – Earning both high school and college credit by receiving instruction from a college instructor.

| Data Reported by Home District | | | | | | | | |
|---|-------------------------|-----------------------|-----------------------|---------------------|--------------------------|------------------|-------------|-----------------|
| Scenario | Reporting District Code | Reporting School Code | Sending District Code | Sending School Code | Receiving COLL/DIST Code | Dual Credit Site | Dual Credit | Dual Enrollment |
| Student sent to another high school in their district. | AAA-AAA | 1050 | AAA-AAA | 1075 | AAA-AAA | | N | N |
| Student receiving college credit from college instructor. | AAA-AAA | 1050 | AAA-AAA | 1050 | College | COLL | N | Y |
| Student receiving college credit from district instructor. | AAA-AAA | 1050 | AAA-AAA | 1050 | College | DIST | Y | N |
| Student receiving college credit via ITV from college instructor. | AAA-AAA | 1050 | AAA-AAA | 1050 | College | ITV | N | Y |
| Student receiving non-college credit via ITV from college instructor. | AAA-AAA | 1050 | AAA-AAA | 1050 | College | ITVN | N | N |

| Data Reported by Receiving District | | | | | | | | |
|--|-------------------------|-----------------------|-----------------------|---------------------|--------------------------|------------------|-------------|-----------------|
| Scenario | Reporting District Code | Reporting School Code | Sending District Code | Sending School Code | Receiving COLL/DIST Code | Dual Credit Site | Dual Credit | Dual Enrollment |
| Student sent to high school in another district. | BBB-BBB | 1050 | AAA-AAA | 1050 | AAA-AAA | | N | N |
| Student receiving college credit from receiving district instructor. | BBB-BBB | 1050 | AAA-AAA | 1050 | College | DIST | Y | N |
| Student receiving college credit via ITV from receiving district instructor. | BBB-BBB | 1050 | AAA-AAA | 1050 | College | ITV | Y | N |
| Student receiving non-college credit via ITV from receiving district instructor. | BBB-BBB | 1050 | AAA-AAA | 1050 | BBB-BBB | ITVN | N | N |

| Data Reported by Area Career Center District | | | | | | | | |
|---|-------------------------|-----------------------|-----------------------|---------------------|--------------------------|------------------|-------------|-----------------|
| Scenario | Reporting District Code | Reporting School Code | Sending District Code | Sending School Code | Receiving COLL/DIST Code | Dual Credit Site | Dual Credit | Dual Enrollment |
| Area career center student sent from high school in their district. | AAA-AAA | 1100 | AAA-AAA | 1050 | AAA-AAA | | N | N |
| Area career center student sent from another district. | BBB-BBB | 1100 | AAA-AAA | 1050 | BBB-BBB | | N | N |
| Area career center student receiving college credit sent from high school in their district. | AAA-AAA | 1100 | AAA-AAA | 1050 | College | ACC | Y | N |
| Area career center student receiving college credit sent from another district. | BBB-BBB | 1100 | AAA-AAA | 1050 | College | ACC | Y | N |
| Area career center student receiving college credit via ITV college instructor sent from high school in their district. | AAA-AAA | 1100 | AAA-AAA | 1050 | College | ITV | N | Y |
| Area career center student receiving college credit via ITV college instructor sent from high school in another district. | BBB-BBB | 1100 | AAA-AAA | 1050 | College | ITV | N | Y |
| Area career center student receiving non-college credit via ITV college instructor sent from high school in their district. | AAA-AAA | 1100 | AAA-AAA | 1050 | College | ITVN | N | N |
| Area career center student receiving non-college credit via ITV college instructor sent from high school in another district. | BBB-BBB | 1100 | AAA-AAA | 1050 | College | ITVN | N | N |

Exhibit 27 – Reporting Guidelines for Career Education (Screens 18 and 20)

The nine career education program areas within the Office of College and Career Readiness are the following:

| | |
|-------|---|
| 01-04 | Agricultural Education – AGR |
| 02-04 | Business Education – BUS |
| 03-04 | Cooperative Education – CCE |
| 04-04 | Marketing Education – MRKT |
| 05-04 | Health Sciences – HLTH |
| 07-04 | Family Consumer Sciences and Human Services – FCS |
| 08-04 | Skilled Technical Sciences – STS |
| 10-04 | Technology and Engineering Education – TENG |

All courses/programs approved by AGR, BUS, CCE, MRKT, HLTH, FCS, STS, and TENG are considered to be occupational career education courses/programs. Therefore, a follow-up must be performed on each student 180-days after their high school graduation and reported on screens 26 and 27 in Core Data. Students included in the 180-day follow-up make up a district's career education completers and placement figures for the Missouri School Improvement Program (MSIP) with the exception of Agriculture Science I and II. While the Division of Career Education requires the follow-up of graduates of Agriculture Science I and II, the MSIP excludes them.

Instructors teaching the courses under Project Lead the Way (PLTW) Engineering and the four PLTW Biomedical courses (course codes 0704--) under the Health Occupations course code category must complete the appropriate PLTW Summer Institute.

The approval process varies among the program areas – some are approved by course and others are approved by the program. A report of approved courses/programs for your district by building and program type can be obtained by clicking on the Approved Courses button on screens 18 or 20 or via the Reports Menu by selecting Special Reports.

Only exploratory courses taught at the ninth-12th grade level are considered approved career education courses. Seventh and eighth grade exploratory courses are not considered career education courses and should not be reported with a program type. Program approval was previously indicated by reporting a 01 in the PR column on Screen 20. Program approval is now automatically displayed by the system based on the Approved Courses report.

Area career centers may report courses by semester rather than yearlong courses (*see Example 4 of this exhibit*). This allows area career centers to report separate enrollment numbers for second semester. Second semester enrollment numbers may be entered initially as estimated numbers and updated once the second semester begins.

Example 1: Displays how to properly report an agriculture education teacher with career education certification who teaches some approved career education courses.

| 20 | School No/Name | Position | FTE | Salary | Late Start | Early End | *** Career Education Courses Only *** | | | | |
|----|-----------------------------|------------|------|--------|------------|-----------|---------------------------------------|----------|-----|-----|-----|
| | | | | | | | Mth | Prgm Typ | Lne | CTD | Del |
| >> | 1100 CARROLLTON AREA CAREER | 60 - TEACH | 0.88 | 50943 | | | 12 | 0104-AGR | 0 | 8 | 9 |
| >> | 3000 MIDDLE SCHOOL | 60 - TEACH | 0.12 | 5947 | | | 0 | | 0 | | |
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Non-Career Education Assignment

| COURSE | | | | | | | | | | | | | | |
|--------|--------|-----------|-----|----|---|----|----|----|------|------|-----|------------|-----------|-----|
| LINE | NUM | NAME | SEQ | GR | S | PR | DS | CC | MINS | CRD | ENR | LATE START | EARLY END | DEL |
| 1 | 195000 | DSI SCORE | 0 | 07 | 0 | 06 | IG | | 100 | 0.00 | 1 | | | |
| 2 | 195500 | DSI SLP | 0 | 15 | 0 | 06 | IG | | 250 | 0.00 | 12 | | | |
| 3 | 193000 | CONSULT | 0 | 15 | 0 | 06 | IG | | 665 | 0.00 | 0 | | | |
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Career Education Assignment

| | COURSE | | | | | | | | | | | *** Career Education Courses Only *** | | | | | | | | | | | | | | | | | | |
|------|--------|------------|-----|----|---|----|----|----|------|------|-----|---------------------------------------|---|---|----|---|---|---|---|---|---|---|---|---|-----|--|--|--|--|--|
| LINE | NUM | NAME | SEQ | GR | S | PR | DS | CC | MINS | CRD | ENR | M | F | B | W | H | A | I | P | M | H | D | G | A | DEL | | | | | |
| 1 | 016710 | AG SCI-1 | 0 | 09 | 0 | 01 | | | 225 | 1.00 | 15 | 11 | 4 | 0 | 14 | 0 | 0 | 0 | 1 | 0 | 1 | 8 | 0 | 0 | X | | | | | |
| 2 | 016760 | AG SCI-2 | 2 | 10 | 0 | 01 | | | 225 | 1.00 | 14 | 9 | 5 | 0 | 14 | 0 | 0 | 0 | 0 | 0 | 2 | 7 | 1 | 0 | X | | | | | |
| 3 | 016720 | AG-STRUCTR | 0 | 11 | 0 | 01 | | | 225 | 1.00 | 13 | 12 | 1 | 0 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 6 | 0 | X | | | | | |
| 4 | 016711 | ANIMAL SCI | 0 | 11 | 0 | 01 | | | 225 | 1.00 | 5 | 3 | 2 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 5 | 0 | X | | | | | |

Example 2: Displays how to properly report a FCS teacher with career education certification who teaches an approved FCS program. Note that since Exploratory FCS is taught below the ninth grade level it should be reported as a non-career education course.

| 20 | School No./Name | Position | FTE | Salary | Late Start | Early End | *** Career Education Courses Only *** | | | | | | Del |
|----|--------------------------|----------|------|--------|------------|-----------|---------------------------------------|-----------|------|-----|---|---|-----|
| | | | | | | | Mth | Prgm Typ | Line | CTD | | | |
| | 1000 NORTH ANDREW HIGH | 80-TEACH | 0.88 | 26299 | | | 9 | 0004-CFCS | 1 | 0 | 7 | 9 | |
| | 3000 NORTH ANDREW MIDDLE | 80-TEACH | 0.14 | 1421 | | | 0 | | | 0 | | | |
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Exhibit 28 – Reporting Guidelines for Supervised Employment (Screen 20)

When reporting supervised employment in the MOSIS system, the following course codes are used:

| | |
|--------|--|
| 016780 | Supervised Ag Cooperative Experience |
| 034380 | Supervised Business Experience |
| 040080 | Supervised Marketing Experience |
| 040081 | Supervised CCE Experience |
| 096839 | Family & Consumer Sciences, Coop Education |
| 170090 | Trade & Industrial Supervised Employment |

Use one line of teacher assignment for students enrolled for two (2) units of credit in supervised employment, and a second line for students enrolled for one (1) unit of credit with the total minutes of instruction for all supervised employment lines divided equally appropriately.

Example 1: The teacher has 45 students enrolled in the cooperative education component of a marketing program – 25 students are enrolled for two units, 20 for one unit. Following policy for teacher supervision time, the teacher has a total of 750 minutes per week for supervision.

| Course Code/Name | Minutes | Combined Course | Credits | Enrollment |
|-------------------|---------|-----------------|---------|------------|
| 040080 SV MKT EMP | 375 | 1 | 2 | 25 |
| 040080 SV MKT EMP | 375 | 1 | 1 | 20 |

Example 2: The teacher has 15 students enrolled in the cooperative education component of a COE program – 10 students are enrolled for two units, five for one unit. The teacher has 250 minutes per week for supervision.

| Course Code/Name | Minutes | Combined Course | Credits | Enrollment |
|-------------------|---------|-----------------|---------|------------|
| 040081 SV CCE EMP | 125 | 1 | 2 | 10 |
| 040081 SV CCE EMP | 125 | 1 | 1 | 5 |

Note: Course codes associated with educator supervision time are not used to report supervised employment courses with student enrollment. An example is 016785 – Supervised Agriculture Experience – Supervision is used to report educator time, not account for time students are receiving instruction.

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Exhibit 29 – Reporting Guidelines for School Age Community/Afterschool Programs (Screens 18 and 20)

School Age Community/Afterschool (SAC/A) programs are defined as those programs providing a safe, caring, and nurturing place for social, recreational, and personal life skills development for students during non-school hours. SAC/A programs are not a continuation of the school day, but extend and enrich the opportunities for experiential learning, social development, and recreation. They incorporate a strong partnership of school, family, and community members that collaboratively contribute to the growth of students as they mature into caring, competent, and responsible adults. Although the programs are called by a variety of names – Latchkey, Afterschool, Before School, Extended Day, SAC, 21st CCLC, School Age Child Care, Adventure Club, Prime Time, etc. – they all provide school age youth a safe place to be during non-school hours and during that time offer a variety of program choices that are balanced between academic, social, and recreational.

All School Age Community/Afterschool (SAC/A) programs should be reported in Core Data. If the programs receive special funding such as Child Care Development Fund/School Age Community or 21st Century Community Learning Centers, they are reported following the guidelines established by those sections. School Age Community/Afterschool programs funded by the district should also be listed, and if they are tuition-based that should be indicated in the Comments area.

School – School Age Community/Afterschool (SAC/A) staff are reported in the building where they have duties or in building 1000.

Salary – Salary is reported as regular term salary (even if outside the regular school day) unless the total FTE would exceed 1.00. The salary for the portion of time exceeding the 1.00 FTE should be reported as extra duty pay and an entry should be made in Comments to explain. Salary may be estimated if necessary.

FTE – Includes all time spent, including time spent outside the regular school day, up to a total of 1.00 FTE. The portion of time exceeding 1.00 FTE is reported in the Comments section.

Grade Level – Reported as for regular school day.

Minutes per Week – Reported for all assignments (may be estimated initially and then revised).

Pos Code – Position code of educator's assignment (*see Exhibit 3*). Staff who are employed for other assignments during the school day may be reported using the same position code for SAC/A. An educator who supervises SAC/A staff is reported as a supervisor with position code 30. If part of the time is actually working with students, a separate assignment should be reported using the appropriate codes. Staff members responsible for supervision of students are reported with position code 60 and staff members which assist are reported with position code 80.

Course Number – 880020. School Age Community/Afterschool (SAC/A).

PR – Program code that identifies special funding (*see Exhibit 13*).

- 25 Child Care Development Fund (CCDF)/School Age Community
- 26 21st Century Community Learning Centers (21st CCLC)

Enrollment – The number of students served by the SAC/A staff member.

DS – Delivery system indicates the instructional delivery method (*see Exhibit 14*).

- BE Before School/Every Day
- BS Before School/Some Days
- AE After School/Every Day
- AS After School/Some Days

**Exhibit 30 – Classification of Instructional Programs (CIP) Codes
(Screen 29)**

Secondary Classification of Instructional Programs (CIP) Codes have been moved from Exhibit 30 and incorporated into Exhibit 10.

| Classification of Instructional Programs (CIP) Codes – Adult & Postsecondary | | | |
|--|---------------|---|----------|
| Program Code | | Course Name | CIP Code |
| Adult | Postsecondary | | |
| Agricultural Education | | | |
| 0110 | 0107 | Agricultural Business and Management, General | 01.0101 |
| 0110 | 0107 | Agricultural/Farm Supplies Retailing and Wholesaling | 01.0105 |
| 0110 | 0107 | Agricultural and Food Products Processing | 01.0401 |
| 0110 | 0107 | Agricultural Mechanization, General | 01.0201 |
| 0110 | 0107 | Agricultural Production Operations, General | 01.0301 |
| 0110 | 0107 | Applied Horticulture/Horticulture Operations, General | 01.0601 |
| 0110 | 0107 | Biotechnology | 26.1201 |
| 0110 | 0107 | Forest Resources Production and Management | 03.0510 |
| 0110 | 0107 | Natural Resources/Conservation, General | 03.0101 |
| 0110 | 0107 | Veterinary/Animal Health Technology/Technician & Veterinary Assistant | 51.0808 |
| Business Education | | | |
| 0210 | 0207 | Accounting Technology/Technician and Bookkeeping | 52.0302 |
| 0210 | 0207 | Administrative Assistant and Secretarial Science, General | 52.0401 |
| 0210 | 0207 | Banking and Financial Support Services | 52.0803 |
| 0210 | 0207 | Business Administration and Management, General | 52.0201 |
| 0210 | 0207 | Business/Office Automation/Technology/Data Entry | 52.0407 |
| 0210 | 0207 | Computer Graphics | 11.0803 |
| 0210 | 0207 | Computer and Information Sciences, General | 11.0101 |
| 0210 | 0207 | Computer and Information Systems Security | 11.1003 |
| 0210 | 0207 | Computer Programming/Programmer, General | 11.0201 |
| 0210 | 0207 | Computer Systems Analysis/Analyst | 11.0501 |
| 0210 | 0207 | Computer Systems Networking and Telecommunications | 11.0901 |
| 0210 | 0207 | Data Entry/Microcomputer Applications, General | 11.0601 |
| 0210 | 0207 | E-Business | 52.0208 |
| 0210 | 0207 | Human Resources Management | 52.1001 |
| 0210 | 0207 | Insurance and Risk Management | 52.0805 |
| 0210 | 0207 | Legal Administrative Assistant/Secretary | 52.0408 |
| 0210 | 0207 | Management Information Systems, General | 52.1201 |
| 0210 | 0207 | Medical Administrative/Executive Assistant and Medical | 52.0402 |
| 0210 | 0207 | Office Supervision and Management | 52.0204 |
| 0210 | 0207 | Web/Multimedia Management and Webmaster | 11.1004 |
| 0210 | 0207 | Web Page, Digital/Multimedia and Information Resources Design | 11.0801 |

| Program Code | | Course Name | CIP Code |
|---------------------|---------------|--|----------|
| Adult | Postsecondary | | |
| Marketing Education | | | |
| 0410 | 0407 | Actuarial Science | 52.1304 |
| 0410 | 0407 | Advertising | 09.0903 |
| 0410 | 0407 | Auctioneering | 52.1901 |
| 0410 | 0407 | Banking and Financial Support Services | 52.0803 |
| 0410 | 0407 | Business Administration and Management, General | 52.0201 |
| 0410 | 0407 | Business/Commerce, General | 52.0101 |
| 0410 | 0407 | Business/Corporate Communications | 52.0501 |
| 0410 | 0407 | Business/Managerial Economics | 52.0601 |
| 0410 | 0407 | Business Statistics | 52.1302 |
| 0410 | 0407 | Computer Systems Networking and Telecommunications | 11.0901 |
| 0410 | 0407 | Credit Management | 52.0809 |
| 0410 | 0407 | Customer Service Management | 52.0207 |
| 0410 | 0407 | Customer Service Support/Call Center/Teleservice Operation | 52.0411 |
| 0410 | 0407 | E-Commerce/Electronic Commerce | 52.0208 |
| 0410 | 0407 | Entrepreneurship/Entrepreneurial Studies | 52.0701 |
| 0410 | 0407 | Fashion Merchandising | 52.1902 |
| 0410 | 0407 | Fashion Modeling | 52.1903 |
| 0410 | 0407 | Finance, General | 52.0801 |
| 0410 | 0407 | Financial Planning and Services | 52.0804 |
| 0410 | 0407 | Franchising and Franchise Operations | 52.0702 |
| 0410 | 0407 | Hospitality Administration/Management, General | 52.0901 |
| 0410 | 0407 | Hotel/Motel Administration/Management | 52.0904 |
| 0410 | 0407 | Human Resources Development | 52.1005 |
| 0410 | 0407 | Human Resources Management/Personnel Administration, General | 52.1001 |
| 0410 | 0407 | Insurance | 52.1701 |
| 0410 | 0407 | International Business/Trade/Commerce | 52.1101 |
| 0410 | 0407 | International Finance | 52.0806 |
| 0410 | 0407 | International Marketing | 52.1403 |
| 0410 | 0407 | Investments and Securities | 52.0807 |
| 0410 | 0407 | Labor and Industrial Relations | 52.1002 |
| 0410 | 0407 | Labor Studies | 52.1004 |
| 0410 | 0407 | Logistics, Materials, and Supply Chain Management | 52.0203 |
| 0410 | 0407 | Management Science | 52.1301 |
| 0410 | 0407 | Marketing/Marketing Management, General | 52.1401 |
| 0410 | 0407 | Marketing Research | 52.1402 |
| 0410 | 0407 | Merchandising and Buying Operations | 52.1802 |
| 0410 | 0407 | Non-Profit/Public/Organizational Management | 52.0206 |
| 0410 | 0407 | Office Management and Supervision | 52.0204 |
| 0410 | 0407 | Operations Management and Supervision | 52.0205 |
| 0410 | 0407 | Organizational Behavior Studies | 52.1003 |
| 0410 | 0407 | Parts, Warehousing, and Inventory Management Operations | 52.0409 |
| 0410 | 0407 | Public Finance | 52.0808 |

Exhibit 50 (continued)

| Program Code | | Course Name | CIP Code |
|---------------------|---------------|---|----------|
| Adult | Postsecondary | | |
| Marketing Education | | | |
| 0410 | 0407 | Purchasing, Procurement/Acquisitions and Contracts Management | 52.0202 |
| 0410 | 0407 | Real Estate | 52.1501 |
| 0410 | 0407 | Resort Management | 52.0906 |
| 0410 | 0407 | Retailing and Retail Operations | 52.1803 |
| 0410 | 0407 | Sales, Distribution, and Marketing Operations, General | 52.1801 |
| 0410 | 0407 | Selling Skills and Sales Operations | 52.1804 |
| 0410 | 0407 | Small Business Administration/Management | 52.0703 |
| 0410 | 0407 | Specialized Marketing | 52.1499 |
| 0410 | 0407 | Tourism Promotion Operations | 52.1906 |
| 0410 | 0407 | Tourism and Travel Services Management | 52.0903 |
| 0410 | 0407 | Tourism and Travel Services Marketing Operations | 52.1905 |
| 0410 | 0407 | Traffic, Customs and Transportation Clerk/Technician | 52.0410 |
| 0410 | 0407 | Vehicle and Vehicle Parts and Accessories Marketing Operations | 52.1907 |
| Health Sciences | | | |
| 0510 | 0507 | Clinical/Medical Laboratory Technician | 51.1004 |
| ---- | 0507 | Community Health Services/Liaison/Counseling | 51.1504 |
| 0510 | 0507 | Dental Assisting/Assistant | 51.0601 |
| 0510 | 0507 | Dental Hygiene/Hygienist | 51.0602 |
| 0510 | ---- | Dental Laboratory Technology/Technician | 51.0603 |
| 0510 | 0507 | Diagnostic Medical Sonography/Sonographer & Ultrasound Technician | 51.0910 |
| 0510 | 0507 | Emergency Medical Technology/Technician (EMT Paramedic) | 51.0904 |
| ---- | 0507 | Funeral Service and Mortuary Science, General | 12.0301 |
| 0510 | 0507 | Health Information/Medical Records Technology/Technician | 51.0707 |
| 0510 | 0507 | Health Services/Allied Health/Health Sciences, General | 51.0000 |
| 0510 | ---- | Health Unit Coordination/Ward Clerk | 51.0703 |
| | 0507 | Hearing Instrument Specialist | 51.0918 |
| 0510 | 0507 | Licensed Practical/Vocational Nurse Training | 51.3901 |
| 0510 | ---- | Massage Therapy | 51.3501 |
| 0510 | 0507 | Medical/Clinical Assistant | 51.0801 |
| 0510 | 0507 | Medical Radiologic Technology/Science-Radiation Therapist | 51.0907 |
| 0510 | 0507 | Medical Transcription/Transcriptionist | 51.0708 |
| 0510 | 0507 | Nursing Assistant/Aide and Patient Care Assistant/Aide | 51.3902 |
| 0510 | 0507 | Occupational Therapy Assistant | 51.0803 |
| 0510 | 0507 | Pharmacy Technician/Assistant | 51.0805 |
| 0510 | 0507 | Physical Therapy Technician/Assistant | 51.0806 |
| 0510 | ---- | Psychiatric/Mental Health Services Technician | 51.1502 |
| ---- | 0507 | Radiologic Technology/Science – Radiographer | 51.0911 |
| 0510 | 0507 | Registered Nursing/Registered Nurse | 51.3801 |
| 0510 | 0507 | Respiratory Care Therapy/Therapist | 51.0908 |
| 0510 | 0507 | Sign Language Interpretation and Translation | 16.1603 |
| 0510 | 0507 | Substance Abuse/Addiction Counseling | 51.1501 |
| 0510 | 0507 | Surgical Technology/Technologist | 51.0909 |

| Program Code | | Course Name | CIP Code |
|---|---------------|---|----------|
| Adult | Postsecondary | | |
| Family Consumer Sciences & Human Services | | | |
| 0710 | 0707 | Adult Development and Aging | 19.0702 |
| 0710 | 0707 | Apparel and Textile, General | 19.0901 |
| ---- | 0707 | Apparel and Textile Marketing Management | 19.0905 |
| 0710 | 0707 | Baking & Pastry Arts/Baker/Pastry Chef | 12.0501 |
| 0710 | 0707 | Bartending/Bartender | 12.0502 |
| ---- | 0707 | Business Family and Consumer Science/Human Services | 19.0201 |
| ---- | 0707 | Career Pathway for the Teaching Profession | 13.0101 |
| ---- | 0707 | Child Care Provider/Assistant | 19.0709 |
| 0710 | 0707 | Child Care and Support Services Management | 19.0708 |
| 0710 | ---- | Child Development | 19.0706 |
| ---- | 0707 | Consumer Services and Advocacy | 19.0403 |
| ---- | 0707 | Cosmetology/Cosmetologist, General | 12.0401 |
| 0710 | 0707 | Culinary Arts/Chef Training | 12.0503 |
| ---- | 0707 | Dietetic Technician | 51.3103 |
| ---- | 0707 | Environmental Design/Architecture | 04.0401 |
| ---- | 0707 | Facilities Planning and Management | 19.0604 |
| ---- | 0707 | Fashion/Apparel Design | 50.0407 |
| 0710 | 0707 | Fashion and Fabric Consultant | 19.0906 |
| 0710 | ---- | FCS Career Development/Entrepreneurship | 19.0201 |
| ---- | 0707 | Financial Planning and Services | 52.0804 |
| 0710 | 0707 | Food Preparation/Professional Cooking/Kitchen Assistant | 12.0505 |
| ---- | 0707 | Food Service, Waiter/Waitress, and Dining Room Management/Manager | 12.0507 |
| 0710 | ---- | Foods, Nutrition, and Wellness Studies, General | 19.0501 |
| 0710 | 0707 | Foodservice Systems Administration/Management | 19.0505 |
| 0710 | 0707 | Home Furnishings and Equipment Installers | 19.0605 |
| ---- | 0707 | Hospitality Administration/Management, General | 52.0901 |
| 0710 | 0707 | Hotel/Motel Administration/Management | 52.0904 |
| 0710 | 0707 | Housing and Human Environments, General | 19.0601 |
| 0710 | 0707 | Human Development and Family Studies, General | 19.0701 |
| 0710 | 0707 | Human Services, General | 44.0000 |
| 0710 | 0707 | Interior Design | 50.0408 |
| ---- | 0707 | ParaEducator | 13.1501 |
| 0710 | 0707 | Restaurant, Culinary, and Catering Management/Manager | 12.0504 |
| 0710 | 0707 | Restaurant/Food Service Management | 52.0905 |
| Skilled Technical Sciences | | | |
| 0810 | ---- | 3D Modeling and Animation | 50.0102 |
| 0810 | 0807 | Aeronautics/Aviation/Aerospace Science and Technology, General | 49.0101 |
| 0810 | 0807 | Aircraft Powerplant Technology/Technician | 47.0608 |
| 0810 | 0807 | Airframe Mechanics and Aircraft Maintenance Technology/Technician | 47.0607 |
| 0810 | 0807 | Airline Flight Attendant | 49.0106 |
| 0810 | 0807 | Appliance Installation and Repair Technology/Technician | 47.0106 |
| 0810 | 0807 | Architectural Engineering Technology/Technician | 15.0101 |

| Program Code | | Course Name | CIP Code |
|----------------------------|---------------|--|----------|
| Adult | Postsecondary | | |
| Skilled Technical Sciences | | | |
| 0810 | 0807 | Autobody/Collision and Repair Technology/Technician | 47.0603 |
| 0810 | 0807 | Automobile/Automotive Mechanics Technology/Technician | 47.0604 |
| 0810 | 0807 | Automotive Engineering Technology/Technician | 15.0803 |
| 0810 | 0807 | Aviation/Airway Management and Operations | 49.0104 |
| 0810 | 0807 | Avionics Maintenance Technology/Technician | 47.0609 |
| 0810 | 0807 | Biomedical Technology/Technician | 15.0401 |
| 0810 | 0807 | Building/Property Maintenance | 46.0401 |
| 0810 | 0807 | Cabinetmaking and Millwork | 48.0703 |
| 0810 | 0807 | Carpentry/Carpenter | 46.0201 |
| 0810 | 0807 | Chemical Technology/Technician | 41.0301 |
| 0810 | 0807 | Civil Drafting and Civil Engineering CAD/CADD | 15.1304 |
| 0810 | 0807 | Civil Engineering Technology/Technician | 15.0201 |
| 0810 | 0807 | Commercial and Advertising Art | 50.0402 |
| 0810 | 0807 | Commercial Photography | 50.0406 |
| 0810 | 0807 | Communications Systems Installation and Repair Technology | 47.0103 |
| 0810 | 0807 | Computer Installation and Repair Technology/Technician | 47.0104 |
| 0810 | 0807 | Computer Technology/Computer Systems Technology | 15.1202 |
| ---- | 0807 | Concrete Finishing/Concrete Finisher | 46.0402 |
| 0810 | 0807 | Construction Engineering Technology/Technician | 15.1001 |
| 0810 | 0807 | Construction/Heavy Equipment/Earthmoving Equipment Operation | 49.0202 |
| 0810 | 0807 | Construction Trades, General | 46.0000 |
| ---- | 0807 | Corrections | 43.0102 |
| 0810 | 0807 | Criminal Justice/Police Science | 43.0107 |
| 0810 | 0807 | Diesel Mechanics Technology/Technician | 47.0605 |
| 0810 | 0807 | Drafting and Design Technology/Technician, General | 15.1301 |
| 0810 | 0807 | Electrical, Electronic and Communications Engineering Technology/Technician | 15.0303 |
| 0810 | 0807 | Electrical/Electronic Equipment Installer and Repairer, General | 47.0101 |
| 0810 | 0807 | Electrical and Power Transmission Installation/Installer, General | 46.0301 |
| 0810 | 0807 | Electrician | 46.0302 |
| 0810 | 0807 | Electromechanical Technology/Electromechanical Engineering Technology | 15.0403 |
| ---- | 0807 | Energy Management and Systems Technology/Technician | 15.1701 |
| 0810 | 0807 | Engineering Technologies/Technicians, Other | 15.9999 |
| 0810 | 0807 | Environment Engineering Technology/Environmental Technology | 15.0507 |
| 0810 | 0807 | Fire Prevention and Safety Technology/Technician | 43.0201 |
| 0810 | 0807 | Fire Science/Fire-Fighting | 43.0203 |
| ---- | 0807 | Geographic Information Systems | 11.0401 |
| ---- | 0807 | Glazier | 46.0406 |
| 0810 | 0807 | Graphic and Printing Equipment Operator, General Production | 10.0305 |
| 0810 | 0807 | Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician | 47.0201 |
| 0810 | 0807 | Heavy Equipment Maintenance Technology/Technician | 47.0302 |

| Program Code | | Course Name | CIP Code |
|----------------------------|---------------|---|----------|
| Adult | Postsecondary | | |
| Skilled Technical Sciences | | | |
| 0810 | 0807 | Hydraulics and Fluid Power Technology/Technician | 15.1103 |
| 0810 | 0807 | Industrial Electronics Technology/Technician | 47.0105 |
| 0810 | 0807 | Industrial Mechanics and Maintenance Technology | 47.0303 |
| 0810 | 0807 | Industrial and Product Design | 50.0404 |
| 0810 | 0807 | Industrial Technology/Technician | 15.0612 |
| 0810 | 0807 | Instrumentation Technology/Technician | 15.0404 |
| 0810 | 0807 | Ironworking/Ironworker | 48.0509 |
| ---- | 0807 | Juvenile Corrections | 43.0110 |
| 0810 | 0807 | Laser and Optical Technology/Technician | 15.0304 |
| ---- | 0807 | Legal Assistant/Paralegal | 22.0302 |
| 0810 | 0807 | Machine Tool Technology/Machinist | 48.0501 |
| 0810 | 0807 | Manufacturing Engineering Technology/Technician | 15.0613 |
| 0810 | 0807 | Marine Maintenance/Fitter and Ship Repair Technology/Technician | 47.0616 |
| 0810 | 0807 | Mason/Masonry | 46.0101 |
| 0810 | 0807 | Mechanical Engineering/Mechanical Technology/Technician | 15.0805 |
| ---- | 0807 | Metal Fabricator | 48.0511 |
| 0810 | 0807 | Metallurgical Technology/Technician | 15.0611 |
| 0810 | 0807 | Motorcycle Maintenance and Repair Technology/Technician | 47.0611 |
| ---- | 0807 | Nuclear/Nuclear Power Technology/Technician | 41.0205 |
| 0810 | 0807 | Occupational Safety and Health Technology/Technician | 15.0701 |
| 0810 | 0807 | Painting/Painter and Wall Coverer | 46.0408 |
| 0810 | 0807 | Pipefitting/Pipefitter and Sprinkler Fitter | 46.0502 |
| 0810 | 0807 | Plastics and Polymer Engineering Technology/Technician | 15.0607 |
| 0810 | 0807 | Plumbing Technology/Plumber | 46.0503 |
| 0810 | 0807 | Prepress/Desktop Publishing and Digital Imaging Design | 10.0303 |
| 0810 | 0807 | Quality Control Technology/Technician | 15.0702 |
| 0810 | 0807 | Radio and Television Broadcasting Technology/Technician | 10.0202 |
| 0810 | 0807 | Robotics Technology/Technician | 15.0405 |
| 0810 | 0807 | Sheet Metal Technology/Sheetworking | 48.0506 |
| 0810 | 0807 | Small Engine Mechanics and Repair Technology/Technician | 47.0606 |
| ---- | 0807 | Solar Energy Technology/Technician | 15.0505 |
| 0810 | 0807 | Survey Technology/Surveying | 15.1102 |
| 0810 | 0807 | T & I Intern | 06.2002 |
| 0810 | 0807 | Tool and Die Technology/Technician | 48.0507 |
| 0810 | 0807 | Truck and Bus Driver/Commercial Vehicle Operator and Instructor | 49.0205 |
| 0810 | 0807 | Upholstery/Upholsterer | 48.0303 |
| 0810 | 0807 | Water Quality and Wastewater Treatment Management and Recycling Technology/Technician | 15.0506 |
| 0810 | 0807 | Welding Technology/Welder | 48.0508 |

Exhibit 32 – Safe Schools Violations (Screen 08)

Safe Schools Violations, as listed below, are those offenses committed on school property (which include but are not limited to school buses or school activities) that would require school administrators to, as soon as reasonably practical, notify the appropriate law enforcement agency pursuant to Section 160.261, RSMo. The total number of these offenses are reported by the school district on Core Data Screen 08 in the June Cycle. The following are the specific safe schools violations:

- (1) First degree murder under section 565.020;
- (2) Second degree murder under section 565.021;
- (3) Kidnapping under section 565.110 as it existed prior to January 1, 2017, or kidnapping in the first degree under section 565.110;
- (4) First degree assault under section 565.050;
- (5) Rape in the first degree under section 566.030;
- (6) Sodomy in the first degree under section 566.060;
- (7) Burglary in the first degree under section 569.160;
- (8) Burglary in the second degree under section 569.170;
- (9) Robbery in the first degree under section 569.020 as it existed prior to January 1, 2017, or robbery in the first degree under section 570.023;
- (10) Distribution of drugs under section 195.211 as it existed prior to January 1, 2017, or manufacture of a controlled substance under section 579.055;
- (11) Distribution of drugs to a minor under section 195.212 as it existed prior to January 1, 2017, or delivery of a controlled substance under section 579.020;
- (12) Arson in the first degree under section 569.040;
- (13) Voluntary manslaughter under section 565.023;
- (14) Involuntary manslaughter under section 565.024 as it existed prior to January 1, 2017, involuntary manslaughter in the first degree under section 565.024, or involuntary manslaughter in the second degree under section 565.027;
- (15) Second degree assault under section 565.060 as it existed prior to January 1, 2017, or second degree assault under section 565.052;
- (16) Rape in the second degree under section 566.031;
- (17) Felonious restraint under section 565.120 as it existed prior to January 1, 2017, or kidnapping in the second degree under section 565.120;
- (18) Property damage in the first degree under section 569.100;
- (19) The possession of a weapon under chapter 571;
- (20) Child molestation in the first degree pursuant to section 566.067 as it existed prior to January 1, 2017, or child molestation in the first, second or third degree pursuant to section 566.067, 566.068 or 566.069;
- (21) Sodomy in the second degree pursuant to section 566.061;
- (22) Sexual misconduct involving a child pursuant to section 566.083;
- (23) Sexual abuse in the first degree pursuant to section 566.100;
- (24) Harassment under section 565.090 as it existed prior to January 1, 2017, or harassment in the first degree under section 565.090; or
- (25) Stalking under section 565.225 as it existed prior to January 1, 2017, or stalking in the first degree under section 565.225

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Exhibit 33 – Appropriate Certification Requirements

Staff Assignment Report

The Staff Assignment Report is available through the Core Data System [Reports, Special Reports, Staff Assignment Report] or through Educator Qualifications [Report Menu, Staff Assignment Report]. The Staff Assignment Report provides a list indicating the appropriate certification of educators in relation to the courses assigned to them.

Appropriate Certification

The Missouri School Improvement Program (MSIP) states that all administrators and teachers must be appropriately certificated for their assignments in accordance with the guidelines contained in Exhibit 10 of the Core Data and Missouri Student Information System (MOSIS) Reference Manual.

A substitute teaching certificate is the minimum certification required for collection of state aid (ADA), however, a substitute certification is not considered appropriately certified. Where Exhibit 10 of the Core Data/MOSIS manual says “Any certificate...” it is referring to any teaching certificate exclusive of the substitute certificate.

Appropriate Certification (AC) status codes are displayed in the AC column in the Staff Assignment Report and indicate the certification status as follows:

- Y – The educator is appropriately certificated.
- N – The educator is not appropriately certificated.
- Blank – The assignment was not evaluated.
- Valid – A Missouri certificate that is active and not expired.
- Appropriate – A Missouri certificate that is both at the proper grade level and subject area for the course being taught by the educator.

The Staff Assignment Report indicates if educators are appropriately certificated for their assignments. Messages that display when an educator is not appropriately certificated for an assignment follow:

| Not Appropriately Certificated Messages | | |
|---|--|---|
| Message | Description | Notes |
| Inapprop Subj | Inappropriate certificate subject area | See Core Data and MOSIS Reference Manual Exhibit 10 for certification requirements. |
| Inapprop Gr | Inappropriate certificate grade level | Grade level of certificate does not align with grade level of assignment. |
| Cert Inact | Certificate inactive | Certificate was not active for the school year (or summer school session). |
| Inapprop Cert | Inappropriate certificate for more than one reason | Certificate is not valid due to subject area, grade level and/or is not active. |
| Spv App Req | Supervisor approval required | See below. |
| Training Rqd | Training required | See below. |
| Adv Degr Rqd | Advanced degree required | See Core Data and MOSIS Reference Manual Exhibit 10 for advanced degree requirements. |
| License Req | Assignment requires licensure | See below. |
| No Para Qual | Paraprofessional does not have required qualifications | See below. |
| Sub Cert | Educator has only substitute certification | Educator is not appropriately certificated due to only having a substitute certificate. |
| No Cert | Educator has no certification | Educator is not appropriately certificated due to having no active certificate. |

Supervisor Approval Required: There are some situations where the Staff Assignment Report program is not able to determine if educators are appropriately certificated for their assignments. These assignments appear on the Staff Assignment Report with AC = N and AC message of “Spv App Req.” In these cases Department Area Supervisors must annually review the educator’s qualifications and assignment to make the determination.

Other Pupil Personnel (Course Code 887900) assignments require annual Supervisor approval. The educator’s assignment is considered along with degrees/licensure/certifications and years of experience. Common assignments reported as Other Pupil Personnel and possible qualifications for the assignments follow. The qualifications listed are guidelines and not requirements.

Music Therapist

- Music Therapist – Board Certified (MT-BC)

Recreational Therapist

- Certified Therapeutic Recreation Specialist (CTRS)

The following assignments may also require annual Supervisor review to determine if the educator is qualified for the assignment:

- 054890 Family Literacy,
- 060099 Other World Language,
- 887700 Applied Behavior Analysis,
- 889650 Language Translator,
- 996000 Academic Program, Related On-Campus Instruction, and
- 996001 Academic Program, Off-Campus

Districts are to contact their Area Supervisor to request review of these educators. The request is to include educator name, course code and course name, job description, and the certificates or qualifications the educator has for the assignment. If the educator’s qualifications are appropriate, the Area Supervisor is to notify the district and Federal Programs at webreplyfedpro@dese.mo.gov. Federal Programs will then update the Staff Assignment Report to indicate the educator has been granted a one-year approval for the assignment.

Training Required:

Reading Recovery and Early Literacy/Small Group Intervention Instruction Teachers – Reading Recovery teachers must receive the annual Reading Recovery professional development/training. Early Literacy/Small Group Intervention Instruction teachers must have completed the Reading Recovery and the Early Literacy/Small Group Intervention Instruction trainings. Reading Recovery Teacher Leaders supply documentation annually that training has been completed. If Federal Programs does not have documentation of the required training for an educator, the educator is not considered appropriately certificated and the message “Training Req” displays. Questions can be directed to webreplyfedpro@dese.mo.gov.

Project Lead the Way (PLTW) Teachers – Several courses require educators to attend an approved PLTW training program. If Office of College and Career Readiness (OCCR) does not have documentation of PLTW training for an educator, the educator is not considered appropriately certificated and the “Training Req” message displays. When evidence of training is provided to OCCR, the Staff Assignment Report will be updated. Questions can be directed to webreplyvae@dese.mo.gov.

License Required: Several assignments require licensure issued by the Division of Professional Registration rather than department certification. These include, but are not limited to, the following:

- 889000 Speech/Language Pathologist
- 889100 Audiologist
- 889300 Occupational Therapist
- 889400 Physical Therapist
- 889600 Interpreter for Deaf

DESE conducts periodic checks for licensure through Professional Registration. If DESE is unable to find evidence of an appropriate license for an educator, the educator is not considered appropriately certificated and the message “License Req” displays. Questions regarding licensure should be directed to Special Education Data at speddata@dese.mo.gov.

Parent Educators (887800) are required to be appropriately certified. They must be listed by the Parents as Teachers National Center (PATNC) as Model Certified with current curriculum subscription(s) and reported on the October Cycle of Core Data. DESE conducts periodic checks beginning in November for appropriate certification. If DESE is unable to confirm your parent educator’s certification with the PATNC, the message “License Req” will display. Questions regarding this should be directed to the Office of Childhood at HomeVisiting@dese.mo.gov.

No Paraprofessional Qualifications: Instructional paraprofessionals, based on program and/or funding requirements, are required to have a minimum of 60 college hours or have passed the ParaPro Praxis Assessment. This information is reported by districts in the Highest Degree field in the October MOSIS Educator Core file.

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Exhibit 34 – Reporting Instruction via Technology (Screens 18 and 20)

*Review the Attendance Reporting document [here](#).

| Course Delivery Method | Electronic Media | Virtual | ITV |
|---|--|--|--|
| Delivery System Code | S | V | Blank |
| Definition | <p>Student is taking a course via CD, DVD, or online program. Course is pre-programmed and cannot be modified. Course is graded by the computer, multiple choice, self-paced, etc.</p> <p>Credit recovery or serving at-risk students.</p> <p>No direct teacher instruction or involvement.</p> | <p>Student is onsite or offsite taking an online course with a Missouri-certificated teacher. Instruction meets the requirements of Section 162.1250, RSMo, for virtual programs.</p> <p>Course may be provided by a MOCAP-approved provider, other LEA, or commercial courseware provider.</p> <p>Direct teacher/student interaction may or may not occur simultaneously.</p> | <p>Student is taking a course at the LEA via instructional television (ITV). Includes Skype or interactive technology that allows for immediate feedback.</p> <p>Teacher and students interact simultaneously.</p> |
| Instruction Characteristics | Content of instruction is not developed or delivered by the local teacher. | Content of instruction is developed by the course provider or developed locally, and is delivered by a Missouri-certificated teacher. | Content of instruction is developed and delivered by the ITV teacher. |
| Teacher of Record/Educator Reported | Physically present supervisor of the classroom/computer lab but not providing the instruction. Use position code 60. | Teacher leading/supporting the instruction. | Virtually present teacher leading/supporting the instruction. |
| Teacher Certification | Valid/current Missouri certificate, not necessarily in the content area. | Missouri-certificated in the content area and grade level. | Missouri-certificated in the content area and grade level. |
| Educator(s), Course(s) and Student(s) Reported By: | LEA where student is enrolled and attending. | LEA paying for the online course. If Missouri school district is the virtual provider, the employing district reports the course and students from any participating LEA. If a private virtual provider, the attending LEA reports the course and students. | LEA employing the ITV teacher reports the course and students from any participating LEA. |
| Dual Credit Site Code | Not applicable. | DIST or COLL if applicable. | ITV (dual credit) or ITVN (not dual credit). |

Note: If there is a supervising educator in the class and he or she needs the minutes, report the educator separately as a study hall with a study hall course code and caseload.

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Exhibit 34A – Dual Credit/Dual Enrollment

Dual credit and dual enrollment are reported in the Dual Credit Site field in the Student Assignment file. Dual credit refers to instruction being provided by a high school teacher who has been approved to teach a college-level class. This is reported with DIST in the Dual Credit Site field. If a college professor is providing the instruction, this would qualify as dual enrollment; report this with COLL in the Dual Credit Site field. If a district is utilizing ITV, this should be reported as ITV in the Dual Credit Site field. Only colleges that are approved by the coordinating board of higher education should be reported as dual credit. A list of Department of Higher Education & Workforce Development-approved dual credit providers may be found [here](#).

| | Reporting in Student Assignment File | |
|--------------------------------|--|--|
| | Dual Credit | Dual Enrollment |
| Reporting Scenario | Receiving high school and college credit | Receiving high school and college credit |
| Educator Scenario | High school educator | College instructor |
| Dual Credit Site | Report DIST (or ITV if utilizing instructional television) | Report COLL |
| College Credit | Report college code | Report college code |
| Sending District/School | Report resident district/school code | Report resident district/school code |

Please visit this [page](#) for additional information on dual credit and dual enrollment. Exhibit 26 may also provide additional guidance.

Examples

The examples on the following two pages can assist with coding decisions for the most common dual credit and dual enrollment reporting scenarios, but do not cover every possible configuration. If you have questions about a specific reporting scenario, please call the department at 573-522-3207, option 2.

Each scenario uses the following to represent the **county-district code** for the reporting and sending district:

- **AAA-AAA** – The home/sending district in which the student is enrolled.
- **BBB-BBB** – The receiving district or area career center in which the student receives instruction.

Example 1: Reporting Dual Credit – Student Assignment

| Element | Value | |
|-----------------------|---------------------------|---|
| CollectionVersion | 2020Oct1.0StuAssign | Course Assignments |
| CurrentSchoolYear | 2020 | |
| ReportingDistrictCode | AAAAAA - EXAMPLE DISTRICT | |
| ReportingSchoolCode | 1050 | |
| StateID | 555555555 | |
| LocalStudentID | 5556 | |
| StudentLastName | SMITH | |
| StudentFirstName | JOHN | |
| StudentMiddleName | MICHAEL | |
| StudentNameSuffix | | |
| StudentDateOfBirth | 05/06/2002 | |
| StudentGradeLevel | 12 - Twelfth Grade | |
| StudentGender | M - Male | |
| StudentRaceEthn | M - Multi-Race | |
| AssignNum | 11593 | |
| DualCreditSite | DIST - District | In the Student Assignment file: Report "DIST" as DualCreditSite. Report college code as ReceivingCollDistCode. Report LEA as sending district and school. Report high school instructor. |
| ReceivingCollDistCode | BBBBBB - EXAMPLE COLLEGE | |
| SendDistCode | AAAAAA - EXAMPLE DISTRICT | |
| SendSchoolCode | 1050 | |
| EDSSN | 999999999 | |
| PosCode | 60 - TEACH | |
| CTEProgType | | |
| Disadvantaged | N - No | |
| IEPDisability | 00 - NONE | |
| Adult | N - No | |
| LocCourseNum | 523 | |
| LocCourseName | Composition | |
| LocSecNum | 2 | |
| CourseNum | 054804 - COMPOSITION | |

Example 2: Reporting Virtual Dual Enrollment – Student Assignment

| Element | Value | |
|-----------------------|---------------------------|--|
| CollectionVersion | 2020Oct1.0StuAssign | Course Assignments |
| CurrentSchoolYear | 2020 | |
| ReportingDistrictCode | AAAAAA - EXAMPLE DISTRICT | |
| ReportingSchoolCode | 1050 | |
| StateID | 555555555 | |
| LocalStudentID | 5555 | |
| StudentLastName | ROE | |
| StudentFirstName | JOHN | |
| StudentMiddleName | MICHAEL | |
| StudentNameSuffix | | |
| StudentDateOfBirth | 02/19/2002 | |
| StudentGradeLevel | 12 - Twelfth Grade | |
| StudentGender | M - Male | |
| StudentRaceEthn | B - Black | |
| AssignNum | 4234 | |
| DualCreditSite | COLL - College | In the Student Assignment file: Report "COLL" as DualCreditSite. Report college as ReceivingCollDistCode. Report LEA as sending district/school. Report college instructor. |
| ReceivingCollDistCode | BBBBBB - EXAMPLE COLLEGE | |
| SendDistCode | AAAAAA - EXAMPLE DISTRICT | |
| SendSchoolCode | 1050 | |
| EDSSN | 999999999 | |
| PosCode | 60 - TEACH | |
| CTEProgType | | |
| Disadvantaged | N - No | |
| IEPDisability | 00 - NONE | |
| Adult | N - No | |
| LocCourseNum | 423 | |
| LocCourseName | American History | |
| LocSecNum | 1 | |
| CourseNum | 156661 - AMERICAN HISTORY | |

Example 3: Reporting Non-Virtual Dual Enrollment – Student Assignment

| Element | Value | |
|-----------------------|---------------------------|--|
| CollectionVersion | 2020Oct1.0StuAssign | Course Assignments |
| CurrentSchoolYear | 2020 | |
| ReportingDistrictCode | AAAAAA - EXAMPLE DISTRICT | |
| ReportingSchoolCode | 1050 | |
| StateID | 555555555 | |
| LocalStudentID | 5555 | |
| StudentLastName | ROE | |
| StudentFirstName | JOHN | |
| StudentMiddleName | MICHAEL | |
| StudentNameSuffix | | |
| StudentDateOfBirth | 04/03/2002 | |
| StudentGradeLevel | 12 - Twelfth Grade | |
| StudentGender | M - Male | |
| StudentRaceEthn | W - White | |
| AssignNum | 1234 | |
| DualCreditSite | COLL - College | |
| ReceivingCollDistCode | BBBBBB - EXAMPLE COLLEGE | |
| SendDistCode | AAAAAA - EXAMPLE DISTRICT | |
| SendSchoolCode | 1050 | |
| EDSSN | | |
| PosCode | 60 - TEACH | |
| CTEProgType | | |
| Disadvantaged | N - No | |
| IEPDisability | 00 - NONE | |
| Adult | N - No | |
| LocCourseNum | 123 | |
| LocCourseName | SOCIOLOGY | |
| LocSecNum | 550 | |
| CourseNum | 156670 - SOCIOLOGY | *CourseDeliverySystem is blank in Course Assignment. |

In the Student Assignment file:
 Report "COLL" as DualCreditSite.
 Report college as ReceivingCollDistCode.
 Report LEA as sending district/school.
 Do not report college instructor.

Example 4: Reporting Virtual, Non-MOCAP Dual Enrollment – Course Assignment

| Element | Value | |
|-----------------------|---------------------------|-------------------------------------|
| CollectionVersion | 2020Oct1.0CrAssign | Student Assignments |
| CurrentSchoolYear | 2020 | |
| ReportingDistrictCode | AAAAAA - EXAMPLE DISTRICT | |
| ReportingSchoolCode | 1050 | |
| EDSSN | 999999999 | |
| LastName | Doe | |
| FirstName | Jane | |
| PosCode | 60 - TEACH | |
| CTEProgType | | |
| AssignNum | 4234 | |
| LocCourseNum | 423 | |
| LocCourseName | American History | |
| LocSecNum | 1 | |
| CourseNum | 156661 - AMERICAN HISTORY | |
| AssignStartDate | | |
| AssignEndDate | | |
| CourseSeqNum | 0 - Level0 | |
| CourseGradeLevel | 11 - Grade11 | |
| CourseSem | 1 - FirstSem | |
| CourseDeliverySys | V - VirtualClass | |
| CourseProgCode | | |
| CourseMins | 250 | |
| CourseCredit | 0.5 | |
| Caseload | | |
| CourseHours | | |
| AssignComment | | |
| CombinedCourse | | |

In the Course Assignment file:
 Report college instructor.

Report "V" for CourseDeliverySystem.

Leave CourseProgramCode blank
 if virtual course is developed by the
 LEA, purchased from another LEA,
 or purchased from a commercial
 provider outside of the MOCAP
 program.

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Exhibit 34B – MOCAP

The Missouri Virtual Instruction Program (MOVIP) transitioned to the Missouri Course Access and Virtual School Program (MOCAP) as a result of updates to Section 161.670, RSMo. Information about state funding for students enrolled in virtual education can be found in Section 162.1250, RSMo. Missouri students may enroll in MOCAP courses for the fall and spring semesters.

What is a MOCAP Course?

Section 162.1250, RSMo, sets out the requirements for all virtual courses. Not all virtual courses are approved MOCAP courses. Courses listed on the MOCAP Course Catalog have been checked for compliance by DESE. The LEA must vet all other virtual courses to ensure that statutory requirements have been met.

MOCAP courses have been through a stringent review process, including the following:

- Course alignment to Missouri Learning Standards
- Web Content Accessibility Guidelines (WCAG 2.0)
- Data security review
- Missouri appropriately certificated teachers
- College Board approval of AP courses in the catalog

MOCAP providers have agreed to the following:

- Reporting requirements (including course completion and learning gains)
- Invoicing requirements
- A per-course price cap of 7 percent of the State Adequacy Target (SAT) per semester and 14 percent per year, or not more than the SAT for full time enrollment

August Cycle Core Data, Screen 03

The MOCAP Facilitator contact entered on Screen 03 will receive information about MOCAP appeals and updates to the program. Please ensure this contact is accurate. It is critical that this information is always current.

Reporting for Virtual Education in MOSIS

- MOCAP requires that all teachers be appropriately certificated. Attendance hours for any educator without a valid Missouri teaching certificate will not be allowed for state aid purposes.
- Virtual courses will use Exhibit 34 – Instruction via Technology for delivery systems.

MOCAPI in MOSIS**

- LEAs will identify MOCAP Instruction courses with MOCAPI in the Virtual Instruction field and course delivery system V in their MOSIS October Course Assignment.
- For courses identified with MOCAPI and delivery system V, the educator does not need to be reported because the appropriate certification has already been verified by MOCAP.
- LEAs with a direct partnership, memorandum of understanding (MOU), or district site license will not use MOCAPI, even if the provider is approved through MOCAP.

MOCAPC – Curriculum Only in MOSIS**

- LEAs will identify MOCAP Curriculum Only courses with MOCAPC in the Virtual Instruction field and course delivery system V in their MOSIS October Course Assignment.
- For MOCAP Curriculum Only courses, an LEA must use an appropriately certificated teacher.

- For courses that do not have a MOCAP teacher, the LEA will report educator information in the MOSIS October Educator Core and Educator School files.
- If an LEA does not have an appropriately certificated teacher, the course cannot be reported as a MOCAP course. Therefore, leave the Virtual Instruction field blank.

When Reporting MOCAPI or MOCAPC**

- **LEAs must use a course name and number from the [MOCAP Course Catalog](#).**
- Check the course catalog regularly for updates, as courses can be added or removed from one semester to the next.
- Contact DESE's MOCAP office for confirmation before using MOCAPC; curriculum-only MOCAP courses are rare.
- Do not report At-Risk (994210), Academic Program Off-Campus (996001), or Study Hall (999999). These courses are not in the MOCAP Course Catalog.

Direct Partnerships

- In a direct partnership with Launch, LEAs will not report course or student assignments for Launch courses; Launch will report this data on LEAs' behalf in the October and June cycles.
- For all other direct partnerships, MOUs, or district site licenses, please check with the virtual provider to confirm reporting details in the agreement.

LEAs as Courseware Providers That are NOT in the MOCAP Course Catalog

- Section 162.1049, RSMo, requires that a nonresident district and resident district shall accept each other's credits.
- LEAs may develop and provide online courses for other LEAs if standards in Section 162.1250, RSMo, have been met.
- When purchasing virtual education from a Missouri LEA, the educating LEA (receiving) must coordinate with the sending LEA (where the student is enrolled) under the Cooperative Agreement – Resident I.
- These are not MOCAP courses, so do not report anything in the Virtual Instruction field; enter only the delivery system from Exhibit 34.

Virtual Providers That are NOT in the MOCAP Course Catalog

- LEAs may use commercial virtual providers that have not been vetted through MOCAP; however, the LEA is responsible for ensuring that statutory requirements have been met.
- LEAs will input the teacher of record for virtual courses that are not MOCAP approved.
- Virtual courses that are dual enrollment do not require the instructor to be reported.
- A MOCAP provider may also offer additional courses that are not MOCAP approved and cannot be reported with MOCAPI or MOCAPC. Leave the Virtual Instruction field blank and enter the delivery system according to Exhibit 34 of S for Electronic Media or V for Virtual in the October Course Assignment.

| Reporting for Virtual Education in MOSIS | | | | |
|---|--|-----------------|---|---|
| Provider of Virtual Course | Virtual Instruction Field in October Course Assignment | Delivery System | Teacher of Record Reported By | Assurance Curriculum is Aligned |
| MOCAP | MOCAPI | V | MOCAP | MOCAP |
| MOCAP – Curriculum Only | MOCAPC | V | LEA where student is enrolled and attending using its own educator | |
| Developed by LEA | Leave blank | V | LEA where student is enrolled and attending | LEA where student is enrolled and attending |
| Purchased from another LEA | | V | Receiving/Educating LEA | Receiving/Educating LEA |
| Purchased from commercial provider outside of the MOCAP program | | V | LEA where student is enrolled and attending reports educator information from provider or uses its own educator | LEA where student is enrolled |

Attendance and Course Completion

- Attendance hours for any educator without a valid teaching certificate will not be allowed for state aid payment purposes.
- In no case shall more than the full-time equivalency of a regular term of attendance for a single student be used to claim state aid.

| Attendance and Course Completion | | |
|--|-------------------|--|
| Type of Course | Student Placement | LEA Hours of Reimbursement for Finance |
| Virtual – including <ul style="list-style-type: none"> • MOCAP • LEA-developed course • Commercial course approved by LEA | Onsite | <ul style="list-style-type: none"> • Actual attendance |
| Virtual – including <ul style="list-style-type: none"> • MOCAP • LEA-developed course • Commercial course approved by LEA | Offsite | <ul style="list-style-type: none"> • 94% of attendance hours possible for similar non-virtual course if student completes the course • 47% of attendance hours possible for similar non-virtual course if student completes half of the course • 0% of attendance hours possible for similar non-virtual course if student does not complete half of the course |
| MOCAP A+ Candidate <ul style="list-style-type: none"> • Only high school | Offsite | <ul style="list-style-type: none"> • 95% of attendance hours possible for similar non-virtual course if student completes the course • 47% of attendance hours possible for similar non-virtual course if student does not complete half of the course • 0% of attendance hours possible for similar non-virtual course if student does not complete half of the course |
| MOCAP A+ Candidate <ul style="list-style-type: none"> • Only high school | Onsite | <ul style="list-style-type: none"> • Actual attendance |

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Exhibit 35 – Reporting Educators

The following scenarios illustrate models for reporting Educator Core and Educator School records:

| Scenario | Reporting District | FTE and Regular Term Salary Reported |
|--|--------------------------|--|
| Scenario 1: Educator employed by one district. | Paying district | <ul style="list-style-type: none"> FTE = full or prorated Salary = actual paid Fiscal Agent = paying district |
| Scenario 2: Educator shared across districts and only one district pays the educator. | Paying district | <ul style="list-style-type: none"> FTE = full or prorated Salary = actual paid Fiscal Agent = paying district |
| | Each non-paying district | <ul style="list-style-type: none"> FTE = zero Salary = zero Fiscal Agent = paying district |
| Scenario 3: Educator shared across districts and more than one district pays the educator. | Each paying district | <ul style="list-style-type: none"> FTE = Proportion of the educator's time/salary paid by the reporting district Fiscal Agent = each paying district |
| Scenario 4: Hourly contracted educator who is considered an employee of the district. | Paying district | <ul style="list-style-type: none"> FTE = full or prorated Salary = converted hourly pay equivalent for full school year Fiscal Agent = paying district |
| Scenario 5: Educator contracted through a college or university. | Contracting district | <ul style="list-style-type: none"> FTE = zero Salary = zero Fiscal Agent = college or university |
| Scenario 6: Educator contracted through an agency that is NEITHER a college or university NOR a district. (Example – reporting virtual educator from commercial provider outside of the MOCAP program.) | Contracting district | <ul style="list-style-type: none"> FTE = zero Salary = zero Fiscal Agent = 999-999 |
| Scenario 7: Educator with duties outside of the regular school day (e.g., after school program or PAT) that are beyond 1.0 FTE. | Paying district | <ul style="list-style-type: none"> FTE = full (limited to 1.0) Salary = actual paid for regular duties; salary for duties beyond 1.0 FTE is reported as Extra Duty Salary Fiscal Agent = paying district Report assignments for the duties performed beyond 1.0 FTE with delivery system H, AE, AS, BE, BS |

| Scenario | Reporting District | FTE and Regular Term Salary Reported |
|--|--------------------|--|
| Scenario 8: Educator whose only duties are after school. | Paying district | <ul style="list-style-type: none"> • FTE = full or prorated • Salary = actual paid • Fiscal Agent = paying district |
| Scenario 9: Educator employed by one district started work after all other educators. | Paying district | <ul style="list-style-type: none"> • FTE = full or prorated according to their work load when employed (if working as a full time educator then 1.0) • Salary = what would have been paid if the educator worked the full year • Fiscal Agent = paying district • Late Start = date employment began |
| Scenario 10: Educator employed by one district whose employment was terminated partially through the year. | Paying district | <ul style="list-style-type: none"> • FTE = full or prorated according to their work load when employed (if working as a full time educator then 1.0) • Salary = what would have been paid if the educator worked the full year • Fiscal Agent = paying district • Early End = date employment terminated |
| Scenario 11: Educator with duties outside of regular school day (e.g., after school program or PAT) that are included in 1.0 FTE. | Paying district | <ul style="list-style-type: none"> • FTE = full or prorated • Salary = actual paid for their duties • Fiscal Agent = paying district |

Exhibit 36 – Primary Keys

| October Cycle Educator/Assignment Files | | | | | |
|---|---|-----------------------------|-----------------------|-----------------------------|-------------------------------|
| Educator Submission | | | Assignment Submission | | |
| Educator Core Key | | Educator School Key | | Course Assignment Key | Student Assignment Key |
| EDC Current School Year | = | EDS Current School Year | = | CRS Current School Year | = STA Current School Year |
| EDC Reporting District Code | = | EDS Reporting District Code | = | CRS Reporting District Code | = STA Reporting District Code |
| EDC EDSSN | = | EDS EDSSN | = | CRS EDSSN | = STA EDSSN |
| | | EDS Reporting School Code | = | CRS Reporting School Code | = STA Reporting School Code |
| | | EDS CTE Program Type | = | CRS CTE Program Type | = STA CTE Program Type |
| | | EDS Position Code | = | CRS Position Code | = STA Position Code |
| | | | | CRS Assignment Number | = STA Assignment Number |
| | | | | | STA State ID |

| June Cycle Course Completion/October Assignment Files | | |
|---|---|---------------------------|
| June Course Completion | | October Course Assignment |
| Key Fields | | Key Fields |
| Current School Year | = | Current School Year |
| Reporting District Code | = | Reporting District Code |
| Reporting School Code | = | Reporting School Code |
| EDSSN | = | EDSSN |
| PosCode | = | PosCode |
| CTEProgType | = | CTEProgType |
| AssignNum | = | AssignNum |

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Exhibit 37 – Core Data Screen and MOSIS File Crosswalks

The following charts display the data requirement for each field in the MOSIS file. Months represent the different cycles the data are collected throughout the year.

The Collection Item column contains a list of all the items collected in the order that they appear in the MOSIS file with the identifying item number in parenthesis.

The Data Requirements column represents by cycles when an item is R (required), C (conditional), O (optional) or N (not allowed). Definitions of fields are as follows:

Required – Item must be submitted in current cycle.

Optional – Item does not have to be submitted in current cycle.

Conditional – Item may need to be submitted in current cycle if certain conditions exist.

Not Allowed – Item cannot be submitted in current cycle.

Under the Core Data Screen Populated column is information indicating what the data item is used for. Uses may include population of a Core Data screen and/or for state and federal reporting needs.

| Student Core | | | | | | | | | | |
|--|-----|-----|-----|-----|-----|--|-----|-----|-----|---------------------|
| Data Requirements by Cycle | | | | | | Core Data Screen Populated/Data Used For | | | | |
| Collection Item | Oct | Dec | Feb | Apr | Jun | Oct | Dec | Feb | Apr | Jun |
| (005) Collection Version | R | R | R | R | R | | | | | |
| (010) Current School Year | R | R | R | R | R | 16 | 11 | 16 | MAP | 12,13,14,14A,14B,17 |
| (015) Attending District Code | R | R | R | R | R | | | | | |
| (020) Attending School Code | R | R | R | R | R | | | | | |
| (025) Reporting District Code | R | R | R | R | R | | 11 | | MAP | 12,13,14,14A,14B,17 |
| (030) Reporting School Code | R | R | R | R | R | | 11 | | MAP | 12,13,14,14A,14B,17 |
| (035) Resident District Code | R | R | R | R | R | 16 | | 16 | | 14,14A,14B |
| (040) Resident School Code | R | R | R | R | R | 16 | | 16 | | 14,14A,14B |
| (045) Teacher Name (Pre-Code Sort) | O | O | O | O | O | | | | | |
| (050) MOSIS Student ID | R | R | R | R | R | | | | | |
| (055) Local Student ID | O | O | O | O | O | | | | | |
| (060) Legal Last Name | R | R | R | R | R | | | | MAP | |
| (065) Legal First Name | R | R | R | R | R | | | | MAP | |
| (070) Legal Middle Name | O | O | O | O | O | | | | | |
| (075) Legal Name Suffix | O | O | O | O | O | | | | | |
| (080) Date of Birth | R | R | R | R | R | | 11 | 15 | | 12 |
| (090) County | R | O | O | O | O | 16 | | | | |
| (095) Student Grade Level | R | R | R | R | R | 16 | | 16 | MAP | 12,13,14,14A,14B,17 |
| (100) Gender | R | R | O | R | R | 16 | 11 | | | 12,13 |
| (105) Race/Ethnicity | R | R | O | R | R | 16 | 11 | | | 12,13 |
| (110) Lunch Status | R | R | R | R | R | 15 | | 15 | MAP | 13 |
| (115) Gifted | R | O | O | R | R | | | | | |
| (120) Homeless | R | R | R | R | R | | | | | Federal |
| (125) Migrant | O | O | O | R | R | | | | MAP | Federal |
| (130) In building less than a year | O | O | O | R | O | | | | MAP | |
| (135) In district less than a year | O | O | O | R | O | | | | MAP | |
| (140) Voluntary Transfer Student | O | O | O | R | O | | | | MAP | |
| (145) A+ Student | O | O | O | O | C | | | | | 13 |
| (150) Number of Months in USA | O | O | O | C | O | | | | MAP | |
| (155) Immigrant | R | O | O | O | O | Fed | | | | |
| (160) ELL Primary Language | C | O | O | O | O | Fed | | | | |
| (165) LEP/ELL | R | R | R | R | R | 2 | 11 | | MAP | 13 |
| (170) ELL Exit <u>No data are required to be reported in this field.</u> | O | O | O | O | O | | | | | |
| (175) ELL Exit Test | O | O | O | O | C | | | | | |
| (180) ESOL Instructional Model | C | O | O | O | C | | | | | |
| (185) Missouri Option Program | O | O | O | O | C | | | | | |
| (190) H.S. Career Ed Student | O | O | O | O | C | | | | | |
| (195) Title I | R | R | R | R | R | | | | MAP | |

| Student Core (continued) | | | | | | | | | | |
|--|----------------------------|-----|-----|-----|-----|--|-----|-------|-----|------------|
| Collection Item | Data Requirements by Cycle | | | | | Core Data Screen Populated/Data Used For | | | | |
| | Oct | Dec | Feb | Apr | Jun | Oct | Dec | Feb | Apr | Jun |
| (200) Title III | O | O | O | O | O | | | | MAP | |
| (205) Residency Status | R | R | R | O | R | 16 | | 16 | | 14,14A,14B |
| (210) Membership FTE | C | O | C | O | C | 16 | | 16 | | 14,14A,14B |
| (215) One Prior 10 Day Attendance | C | O | C | N | N | 16 | | 16 | | |
| (220) Enrolled On Count Date | R | R | R | N | N | 16 | 11 | 16 | | |
| (225) Enrolled All Year | O | O | O | O | R | | | | | 13 |
| (230) First Year Freshman | O | O | O | O | O | | | | | |
| (235) GPA | O | O | O | O | C | | | | | 14B |
| (240) GPA Scale | O | O | O | O | C | | | | | 14B |
| (245) 8th Grade Tech Literacy No data are required to be reported in this field. | O | O | O | O | O | | | | | 30 |
| (250) Aerobic Capacity | O | O | O | O | C | | | | | 17 |
| (255) Abdominal Strength | O | O | O | O | C | | | | | 17 |
| (260) Upper Body Strength | O | O | O | O | C | | | | | 17 |
| (265) Flexibility | O | O | O | O | C | | | | | 17 |
| (270) IEP Disability | R | R | R | R | R | | 11 | | MAP | 12,13 |
| (275) MAP-Alternate | R | O | O | R | O | | | | | 12,13 |
| (280) Special Education Placement | O | C | O | O | O | | 11 | | | |
| (285) SPED Program Exit Code | O | O | O | O | C | | | | | 12 |
| (286) Truant | O | O | O | O | C | | | | | ESEA |
| (288) Supplemental Education Service | O | O | O | O | O | | | | | ESEA |
| (290) Career Cluster | O | O | O | O | C | | | | | Perkins |
| (292) Nontraditional Student (Secondary) | O | O | O | O | C | | | | | Perkins |
| (294) Single Parent (Secondary) | O | O | O | O | O | | | | | Perkins |
| (296) Displaced Homemaker (Secondary) | O | O | O | O | O | | | | | Perkins |
| (298) CTE Technical Skills Attainment | O | O | O | O | O | | | | | Perkins |
| (300) K-8 Graduate District Code | C | C | C | C | C | | | | | 14B |
| (302) ECO Entry Date | O | O | O | O | O | | | | | |
| (304) ECO Entry Indicator 1 | O | O | O | O | C | | | | | |
| (306) ECO Entry Indicator 2 | O | O | O | O | C | | | | | |
| (308) ECO Entry Indicator 3 | O | O | O | O | C | | | | | |
| (310) ECO Exit Date | O | O | O | O | O | | | | | |
| (312) ECO Exit Indicator 1 | O | O | O | O | C | | | | | |
| (314) ECO Exit Indicator 2 | O | O | O | O | C | | | | | |
| (316) ECO Exit Indicator 3 | O | O | O | O | C | | | | | |
| (318) CTE Program Code | O | O | O | O | C | | | 26-27 | | Perkins |
| (320) Title III LEP | C | C | C | C | C | | | | | |

| Student Core (continued) | | | | | | | | | | |
|--|----------------------------|-----|-----|-----|-----|--|-----|-----|-----|---------|
| Collection Item | Data Requirements by Cycle | | | | | Core Data Screen Populated/Data Used For | | | | |
| | Oct | Dec | Feb | Apr | Jun | Oct | Dec | Feb | Apr | Jun |
| (321) Title III Immigrant | C | O | O | O | O | | | | | |
| (322) First Freshman Year | O | O | O | O | C | | | | | Federal |
| (323) Zip Code | R | O | O | O | O | | | | | NAEP |
| (324) Industry Recognized Credential | N | N | N | N | O | | | | | |
| (325) Military | R | R | R | R | R | | | | | |
| (326) MPP | C | O | C | O | C | | | | | |
| (327) Foster Care | R | R | R | R | R | | | | | |
| (328) PK Eligible State Aid | R | O | R | O | R | | | | | |
| (329) Kindergarten Readiness | C | O | O | O | O | | | | | |
| (330) High Need Student | N | N | N | N | O | | | | | |
| (331) Dyslexia | O | O | O | O | C | | | | | |
| (332) Neglected or Delinquent | O | O | O | O | R | | | | | |
| (333) CTE Certificate | O | O | O | O | C | | | | | |
| (334) Instruction Method | R | O | R | O | R | | | | | |
| (335) Internet Access | R | O | O | O | O | | | | | |
| (336) Device Access | R | O | O | O | O | | | | | |
| (337) PK Replacement ID | O | O | O | O | O | | | | | |
| (338) Stackable Credential 1 | N | N | N | N | O | | | | | |
| (339) Stackable Credential 2 | N | N | N | N | O | | | | | |
| (340) ICAP | O | O | O | O | C | | | | | |
| (341) ICAP Review | O | O | O | O | C | | | | | |
| (342) Seal of Biliteracy | N | N | N | N | C | | | | | |
| (343) Seal of Biliteracy Language 1 | N | N | N | N | C | | | | | |
| (344) Seal of Biliteracy Language 2 | N | N | N | N | O | | | | | |
| (345) Seal of Biliteracy Language 3 | N | N | N | N | O | | | | | |
| (346) Associate Degree | O | O | O | O | C | | | | | |
| (347) Associate Degree Institution | O | O | O | O | C | | | | | |
| (348) KG Physical Well-being and Motor | C | O | O | O | O | | | | | |
| (349) KG Social and Emotional | C | O | O | O | O | | | | | |
| (350) KG Cognition and General Knowledge | C | O | O | O | O | | | | | |
| (351) KG Approaches Toward Learning | C | O | O | O | O | | | | | |
| (352) KG Language and Literacy | C | O | O | O | O | | | | | |
| (353) On Track to Graduate | O | O | O | O | C | | | | | |
| (354) Credits Earned | C | O | O | O | C | | | | | |

| Student Enrollment and Attendance | | | | |
|--------------------------------------|----------------------------|-----|--|--------|
| Collection Item | Data Requirements by Cycle | | Core Data Screen Populated/Data Used For | |
| | Aug | Jun | Aug | Jun |
| (005) Collection Version | R | R | | |
| (010) Current School Year | R | R | | |
| (015) Attending District Code | O | R | | |
| (020) Attending School Code | O | R | | |
| (025) Reporting District Code | R | R | | |
| (030) Reporting School Code | R | R | | |
| (035) Resident District Code | O | R | | |
| (040) Resident School Code | O | R | | |
| (045) MOSIS Student ID | R | R | | |
| (050) Local Student ID | O | O | | |
| (055) Legal Last Name | O | O | | |
| (060) Legal First Name | O | O | | |
| (065) Legal Middle Name | O | O | | |
| (070) Legal Name Suffix | O | O | | |
| (075) Date of Birth | R | R | | |
| (080) Student Grade Level | R | R | | 14,14A |
| (090) Residency Status | R | R | | 14,14A |
| (095) Regular Hrs Attended | N | C | | 14,14A |
| (100) Regular Hrs Absent | N | R | | 14,14A |
| (105) Remedial Hrs Attended | N | R | | 14,14A |
| (110) Hours in Session | N | C | | 14A |
| (115) Summer Attendance | R | N | 16 | |
| (120) Summer Membership | R | N | 16 | |
| (125) Entry Date | R | R | | |
| (130) Entry Code | N | R | | 13 |
| (135) Exit Date | R | R | | |
| (140) Exit Code | N | R | | 12,13 |
| (145) Exit Destination District Code | N | C | | |
| (150) Exit Destination School Code | N | C | | |
| (155) Exit Destination Comment | N | C | | |
| (156) School Choice | N | O | | |
| (157) Extended School Hours | R | N | 16 | |
| (158) Chronic Absent | N | R | | |

| Student Discipline | | |
|-------------------------------------|----------------------------|--|
| | Data Requirements by Cycle | Core Data Screen Populated/Data Used For |
| Collection Item | Jun | Jun |
| (005) Collection Version | R | |
| (010) Current School Year | R | 09 |
| (015) Attending District Code | R | 09 |
| (020) Attending School Code | R | 09 |
| (025) Reporting District Code | R | 09 |
| (030) Reporting School Code | R | 09 |
| (035) Resident District Code | R | 09 |
| (040) Resident School Code | R | 09 |
| (045) State ID | R | 09 |
| (050) Local Student ID | O | |
| (055) Last Name | O | |
| (060) First Name | O | |
| (065) Middle Name | O | |
| (070) Suffix | O | |
| (075) Date of Birth | R | 09 |
| (080) Student Grade Level | R | 09 |
| (085) Gender | R | 09 |
| (090) Race/Ethnicity | R | 09 |
| (095) Offense Date | R | 09 |
| (100) Offense Type | R | 09 |
| (105) Weapon Type | R | 09 |
| (110) Discipline Removal | R | 09 |
| (115) Length Removed | R | 09 |
| (120) Modified Length | C | 09 |
| (125) Alternate Placement Indicator | C | 09 |
| (130) LEP/ELL | R | 09 |
| (135) IEP Disability | R | 09 |

| Student Graduate Follow-up | | |
|--------------------------------------|----------------------------|--|
| | Data Requirements by Cycle | Core Data Screen Populated/Data Used For |
| Collection Item | Feb | Feb |
| (005) Collection Version | R | |
| (010) Current School Year | R | 08,26,27,29 |
| (025) Reporting District Code | R | 08,26,27,29 |
| (030) Reporting School Code | R | 08,26,27,29 |
| (035) CTE Attending District Code | C | 26,27 |
| (040) CTE Attending School Code | C | 26,27 |
| (045) State ID | R | 08,26,27,29 |
| (050) Local Student ID | O | |
| (055) Last Name | C | 26,29 |
| (060) First Name | C | 26,29 |
| (065) Middle Name | O | |
| (070) Suffix | O | |
| (075) Date of Birth | R | |
| (080) SSN (Adults in Adult Programs) | C | 29 |
| (085) Gender | R | 08,26,27,29 |
| (090) Race/Ethnicity | R | 08,26,27,29 |
| (095) Perkins Concentrator | C | 26,27,29 |
| (100) IEP/Disabled | R | 08,26,27,29 |
| (105) Disadvantaged | C | 26,27,29 |
| (110) Nontraditional Student | C | 26,27,29 |
| (115) Single Parent | C | 26,27,29 |
| (120) Displaced Homemaker | C | 26,27,29 |
| (125) Other Barriers | O | |
| (130) LEP/ELL | C | |
| (135) Follow-up Status | R | 08,26,27,29 |
| (140) CTE Placement Relation | C | 26,27,29 |
| (145) CIP Code | C | 26,27,29 |
| (150) CTE Program Code | O | |
| (155) Placement Zip Code | O | |
| (160) Educator SSN | O | |
| (162) SPED Follow-up Definition Met | C | Federal |
| (165) NSC Comment | C | |

| Educator Core | | |
|--------------------------------------|----------------------------|--|
| | Data Requirements by Cycle | Core Data Screen Populated/Data Used For |
| Collection Item | Oct | Oct |
| (005) Collection Version | R | |
| (010) Current School Year | R | 18,20 |
| (025) Reporting District Code | R | 18,20 |
| (050) ED SSN | R | 18,20 |
| (060) ED Last Name | R | 18,20 |
| (065) ED First Name | R | 18,20 |
| (070) ED Middle Name | O | |
| (075) ED Suffix | O | |
| (080) ED Date of Birth | O | |
| (100) ED Gender | R | 18,20 |
| (105) ED Race/Ethnicity | R | 18,20 |
| (110) ED Email | O | |
| (120) Extended Contract Duration | C | 18,20 |
| (130) Extended Contract Salary | C | 18,20 |
| (140) Regular Term Salary | R | 18,20 |
| (150) Extra Duty Salary | C | 18,20 |
| (160) Min. Salary Supplement | C | 18,20 |
| (170) Career Ladder Stage | C | 18,20 |
| (180) Highest Degree | R | 18,20 |
| (190) Public School Years - District | R | 18,20 |
| (195) Public School Years - Missouri | R | 18,20 |
| (200) Public School Years - Public | R | 18,20 |
| (210) Late Hire Date | C | 18,20 |
| (220) Early Termination Date | C | 18,20 |
| (230) ED Comments | C | 18,20 |
| (240) Fiscal Agent County District | R | 18,20 |
| (250) Min. Salary Days Worked | C | 18,20 |
| (260) Baseline Salary Grant | O | 18 |

| Educator School | | |
|-------------------------------|----------------------------|--|
| | Data Requirements by Cycle | Core Data Screen Populated/Data Used For |
| Collection Item | Oct | Oct |
| (005) Collection Version | R | |
| (010) Current School Year | R | 18,20 |
| (025) Reporting District Code | R | 18,20 |
| (030) Reporting School Code | R | 18,20 |
| (050) ED SSN | R | 18,20 |
| (060) Last Name | O | |
| (065) First Name | O | |
| (070) Position Code | R | 18,20 |
| (080) CTE Program Type | C | 18,20 |
| (090) FTE | R | 18,20 |
| (100) Salary | R | 18,20 |
| (110) CTE Month | C | 18,20 |
| (120) Late Start Date | C | 18,20 |
| (130) Early End Date | C | 18,20 |
| (140) Course Comment | C | 18,20 |
| (150) Baseline Salary Grant | O | 18 |

| Course Assignment | | | | |
|-------------------------------|----------------------------|-----|--|-----|
| Collection Item | Data Requirements by Cycle | | Core Data Screen Populated/Data Used For | |
| | Oct | Jun | Oct | Jun |
| (005) Collection Version | R | R | | |
| (010) Current School Year | R | R | 18,20 | 24 |
| (025) Reporting District Code | R | R | 18,20 | 24 |
| (030) Reporting School Code | R | R | 18,20 | 24 |
| (050) ED SSN | C | R | 18,20 | 24 |
| (060) Last Name | O | R | | 24 |
| (065) First Name | O | R | | 24 |
| (070) Position Code | R | R | 18,20 | 24 |
| (080) CTE Program Type | C | O | 18,20 | |
| (090) Assignment Number | R | R | 18,20 | 24 |
| (100) Local Course Number | O | O | | |
| (110) Local Course Name | O | O | | |
| (120) Local Section Number | O | O | | |
| (130) Course Number | C | C | 18,20 | 24 |
| (140) Assignment Start Date | C | O | 18,20 | |
| (150) Assignment End Date | C | O | 18,20 | |
| (170) Course Sequence Number | C | O | 18,20 | |
| (180) Course Grade Level | C | R | 18,20 | 24 |
| (190) Course Semester | C | O | 18,20 | |
| (200) Course Delivery System | C | C | 18,20 | 24 |
| (210) Course Program Code | C | C | 18,20 | 24 |
| (220) Course Minutes | R | O | 18,20 | |
| (230) Course Credit | C | C | 18,20 | 24 |
| (235) Caseload | C | C | 18,20 | 24 |
| (240) Course Hours | N | R | | 24 |
| (242) Assignment Comment | C | O | 18,20 | |
| (245) Combined Course | C | C | | |
| (250) Virtual Instruction | O | | | |

| Student Assignment | | | | |
|--------------------------------|----------------------------|-----|--|-----|
| Collection Item | Data Requirements by Cycle | | Core Data Screen Populated/Data Used For | |
| | Oct | Jun | Oct | Jun |
| (005) Collection Version | R | R | | |
| (010) Current School Year | R | R | 18,20 | 24 |
| (025) Reporting District Code | R | R | 18,20 | 24 |
| (030) Reporting School Code | R | R | 18,20 | 24 |
| (045) State ID | R | R | 18,20 | 24 |
| (055) Local Student ID | O | O | | |
| (060) Student Last Name | O | O | | |
| (065) Student First Name | O | O | | |
| (070) Student Middle Name | O | O | | |
| (075) Student Name Suffix | O | O | | |
| (080) Student Date of Birth | R | R | 18,20 | 24 |
| (095) Student Grade Level | C | C | 18,20 | 24 |
| (100) Student Gender | R | O | 18,20 | |
| (105) Race/Ethnicity | R | O | 18,20 | |
| (110) Assignment Number | R | R | 18,20 | 24 |
| (120) Dual Credit Site | C | O | 18,20 | |
| (126) Receiving Coll/Dist Code | C | O | 18,20 | |
| (130) Sending District Code | C | O | 18,20 | |
| (140) Sending School Code | C | O | 18,20 | |
| (150) ED SSN | C | C | 18,20 | 24 |
| (160) Position Code | R | R | 18,20 | 24 |
| (170) CTE Program Type | C | O | 18,20 | |
| (180) Disadvantaged | C | O | 18,20 | |
| (270) IEP Disability | R | O | 18,20 | |
| (280) Adult | C | O | 18,20 | |
| (282) Local Course Number | O | O | | |
| (284) Local Course Name | O | O | | |
| (286) Local Section Number | O | O | | |
| (288) Course Number | O | O | | |

| Student Course Completion | | |
|---------------------------------|----------------------------|--|
| | Data Requirements by Cycle | Core Data Screen Populated/Data Used For |
| Collection Item | Jun | Jun |
| (005) Collection Version | R | Federal Reporting |
| (010) Current School Year | R | |
| (025) Reporting District Code | R | |
| (030) Reporting School Code | R | |
| (032) Receiving Coll/Dist Code | C | |
| (034) Sending District Code | C | |
| (036) Sending School Code | C | |
| (045) MOSIS ID | R | |
| (055) Student Local Student ID | O | |
| (060) Student Legal Last Name | O | |
| (065) Student Legal First Name | O | |
| (070) Student Legal Middle Name | O | |
| (075) Student Legal Name Suffix | O | |
| (080) Student Date of Birth | R | |
| (095) Student Grade Level | R | |
| (111) ED SSN | C | |
| (113) Educator Last Name | O | |
| (115) Educator First Name | O | |
| (117) Position Code | R | |
| (119) CTE Program Type | C | |
| (120) Assignment Number | R | |
| (121) Local Section Number | O | |
| (123) Local Course Number | O | |
| (125) Local Course Name | O | |
| (130) State Course Number | R | |
| (190) Course Time Unit | R | |
| (191) Dual Credit Site | C | |
| (192) Course Semester | O | |
| (193) Student Credits Earned | R | |
| (195) Student Credits Scheduled | R | |
| (201) Student Grade Earned | R | |
| (205) Advanced Placement | R | |
| (207) Honors | O | |
| (233) Course Completion Comment | O | |
| (235) Course Sequence Number | C | |
| (236) Credit Type | R | |
| (237) Virtual Provider | C | |
| (238) Other Virtual Provider | C | |

Exhibit 38 – MOSIS Code Sets

All MOSIS code sets may be accessed [here](#).

| Code Set Name | Code Origin |
|---|---|
| Adult_Term_Length_Codes | |
| APlus_Codes | |
| Aplus_Correction_Codes | |
| Aplus_Financial_Aid_Codes | |
| Aplus_Hour_Type_Codes | |
| Aplus_LessThanFull_Codes | |
| Aplus_Semester_Codes | |
| Approved_Dual_Credit_Codes | |
| ASMNT_Subject_Codes | |
| ASMNT_Test_Method_Codes | |
| ASMNT_Type_Codes | |
| Assignment_Grade_Level_Codes | |
| CIP_Codes | Core Data/MOSIS Manual Exhibits 10 & 30 |
| CIP_Family_Codes | |
| County_Codes | Core Data/MOSIS Manual Exhibit 7 |
| Course_Delivery_System_Codes | Core Data/MOSIS Manual Exhibit 14 |
| Course_Program_Codes | Core Data/MOSIS Manual Exhibit 13 |
| Course_Semester_Codes | |
| Course_Seq_Num_Codes | |
| Course_Time_Unit_Codes | |
| Credit_Type_Codes | |
| CTE_Cluster_Codes | |
| CTE_Program_Codes | Core Data /MOSIS Manual Exhibit 9 |
| CTE_Program_Type_Codes | |
| CTE_TSA_Testing_Codes | |
| DESE_College_Codes | |
| DESE_District_Codes | DESE School Directory |
| DESE_Nonpublic_Agency_Codes | Core Data/MOSIS Manual Exhibit 5 |
| DESE_School_Codes | DESE School Directory |
| DESE_School_Codes_DepartmentofCorrections | |
| DESE_School_Codes_DivisionofYouthServices | |
| Disability_Codes | Core Data/MOSIS Manual Exhibit 18 |
| Discipline_Length_Removed_Codes | |
| Discipline_Offense_Type_Codes | |
| Discipline_Removal_Codes | |
| Discipline_Weapon_Type_Codes | |

| Code Set Name | Code Origin |
|--|----------------------------------|
| Dual_Credit_Site_Codes | |
| Dyslexia_Codes | |
| ECO_Indicator_Codes | |
| Ed_Prep_Certification_Subject_Area_Codes | |
| Ed_Prep_College_Codes | |
| Ed_Prep_Gender_Codes | |
| Ed_Prep_GPA_Type_Codes | |
| Ed_Prep_Participation_Status_Codes | |
| Ed_Prep_Program_Type_Codes | |
| Ed_Prep_Race_Ethnicity_Codes | |
| Educator_Career_Ladder_Stages | |
| Educator_Highest_Degree | Core Data/MOSIS Manual Exhibit 8 |
| Entry_Codes | |
| ESOL_Model_Codes | |
| EvalOutcome_Codes | |
| EvalScale_Codes | |
| EvalScore_Codes | |
| Exit_Codes | |
| Fiscal_Agent_District_Codes | DESE School Directory |
| Followup_Placement_Relation_Codes | |
| Followup_Status_Codes | |
| Gender_Codes | |
| Gifted_Codes | |
| GPAScale_Codes | |
| Grade_Codes | |
| Homeless_Codes | |
| HS_CareerED_Codes | |
| Immigrant_Codes | |
| Industry_Recognized_Credential_Codes | |
| Instruction_Method_Codes | |
| ISO_Language_Codes | |
| K-8District_Codes | DESE School Directory |
| LEP_Codes | |
| LEP_ELL_Exit_Test_Codes | |
| Lunch_Status_Codes | |
| Migrant_Codes | |
| Military_Codes | |
| Neglected_or_Delinquent_Codes | |
| PAP_Race_Ethnicity | |
| Participation_Level_Codes | |

Exhibit 38 (continued)

| Code Set Name | Code Origin |
|-----------------------------------|-----------------------------------|
| Period_Codes | |
| Perkins_RetentionLeft_Codes | |
| Perkins_Student_Type | |
| Physical_Fit_Assessment_Codes | |
| Position_Codes | Core Data/MOSIS Manual Exhibit 3 |
| Race_Ethnicity_Codes | Core Data/MOSIS Manual Exhibit 2 |
| Resident_Status_Codes | |
| School_Choice_Codes | |
| Seal_of_Biliteracy_Language_Codes | |
| SPED_Placement_Codes | Core Data/MOSIS Manual Exhibit 19 |
| SPED_Program_Exit_Codes | Core Data/MOSIS Manual Exhibit 20 |
| Stackable_Credential_Codes | |
| State_Course_Codes | Core Data/MOSIS Manual Exhibit 10 |
| Student_Grade_Level_Codes | |
| Supple_ED_Services_Codes | |
| Tested_Codes | |
| Title_3_Fund_Codes | |
| Virtual_Instruction_Codes | |
| Virtual_Provider_Codes | |
| Yes_No | |
| Yes_No_Unknown_Codes | |

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Exhibit 39 – After-School Tutoring

After-school tutoring is required to be reported in the MOSIS October Educator Assignment file. After-school tutoring is to be provided by a certificated teacher to small groups of students. Report the appropriate course code, weekly minutes, average weekly number of students (caseload), program code to identify the funding source, and delivery system “H” for before or after-school tutoring (*see example below*). The “H” delivery system will not increase the teacher’s total instructional minutes. The Extra Duty Salary amount is reported in October Educator file for this assignment and may be revised at the end of the school year to reflect the correct amount.

When after-school tutoring is offered for a core academic class educators are required to meet the same appropriate certification requirements as classes offered in a more traditional manner. The example below illustrates this.

Example – After School Tutoring

| Educator | Course | Course Name | Delivery System | Minutes | Program Code | Certification |
|------------|--------|------------------------------------|-----------------|---------|--------------|--|
| Jones, Joe | 054891 | Supplemental English Language Arts | H | 60 | | Appropriate Grade Level & Subject Area Certification |

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Resources

Assessment Precoding: <http://dese.mo.gov/data-system-management/core-datamosis/timelines#assessprecode>

Business Rules: <http://dese.mo.gov/data-system-management/core-datamosis/documentation>

Code Sets: <http://dese.mo.gov/data-system-management/core-datamosis/documentation>

Core Data/MOSIS Website: <http://dese.mo.gov/data-system-management/core-datamosis>

Core Data/MOSIS Manual: <https://dese.mo.gov/data-system-management/manuals>

Excel Templates: <http://dese.mo.gov/data-system-management/core-datamosis/documentation>

File Layouts: <http://dese.mo.gov/data-system-management/core-datamosis/documentation>

Frequently Asked Questions (FAQs): <https://dese.mo.gov/data-system-management/core-datamosis/faqs/search>

Login Request Forms: <http://dese.mo.gov/data-system-management/user-managerlogin-request-forms>

Training: <http://dese.mo.gov/data-system-management/core-datamosis/training>

Webinars: <http://dese.mo.gov/data-system-management/core-datamosis/training>

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2022-23 Core Data & MOSIS Manual Changes

| Core Data | Action |
|-------------------|---|
| Screen 36 | Updated Kindergarten Readiness tools, pp. 93-94. |
| MOSIS | Action |
| All Student Cores | Updated (329) Kindergarten Readiness code set to Yes_No_Unknown_Codes. |
| Exhibits | Action |
| Exhibit 1 | Removed Internet Explorer information, p. 321. |
| Exhibit 34B | Reworded second bullet under MOCAPI** in MOSIS heading for clarity, p. 447. |

NOTE: Should any additional changes be made to the 2022-23 Core Data & MOSIS Reference Manual after its initial posting, updates will be posted [here](#).

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Exhibit 10 Changes

| |
|--|
| Exhibit 10 – Course Code/Certificate Required and Secondary CIP Codes |
| 03 – Business (Certification requires VOC BS ED if course is an approved career education course. An asterisk [*] indicates courses that are <u>never</u> approved as career education courses.) [<i>Career education program area 02-04</i>] |
| Added course 991195 - AP Computer Science A, p. 348. |
| Added course 991196 - AP Computer Science: Principles, p. 348. |
| 06 – World (Foreign) Languages |
| Added course 069300 – World Language Arts, p. 353. |
| 10 – Technology and Engineering Education (TENG) [Career Education] (All of these courses must complete the Project Lead The Way [PLTW] Core Training.) [Career education program area 10-04] |
| Removed course 100409 – Biotechnology Engineering, p. 358. |
| 17 – Skilled Technical Sciences [Career Education] (Career education program area 08-04) |
| Added course 170903 – Connections to Technical Careers, p. 362. |
| Added course 170904 – Foundations of Technical Careers, p. 363. |

NOTE: Should any additional changes be made to the 2022-23 Core Data & MOSIS Reference Manual after its initial posting, updates will be posted to the Reference Manual Changes document located [here](#).

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Additions/Deletions of Schools

Additions, deletions, and grade span changes for LEA/Attendance Centers can be found at the following link:
<https://dese.mo.gov/data-system-management/lea-attendance-center-changes>.

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<http://dese.mo.gov/data-system-management>